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ABSTRACT

The progress of vocational education during the first 2 years (program years 1991-1992) of funding from the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 in Idaho was assessed. Research was conducted using data from the measures and standards established by the state and from a variety of other sources including information from the State Occupational Information Coordinating Committee, statistics collected by the Division of Vocational Education, program evaluations, and a number of studies conducted over the 2 years. In addition, some data from an initial assessment conducted in 1991 were used. The assessment analyzed the academic, occupational, training and retraining needs of secondary, adult, and postsecondary students and the capability of vocational programs to provide students with adequate training in industry along with problem-solving and academic skills. Some of the findings include the following: (1) students need to learn about occupations as early as possible; (2) students who completed programs had significant advantages over those who dropped out; (3) minority groups were underrepresented in vocational education; (4) difficulties in delivering programs were observed because of Idaho's highly rural nature; (5) Idaho employers are looking for employees with technical skills as well as good interpersonal skills such as communication, critical thinking, and personal management; (6) there is a need for expansion of the curriculum in both technical and basic skills; (7) there is a need for expansion of career guidance programs; (8) the sequence of courses needs to be examined; (9) approximately 60% of the secondary schools met the standard dealing with competency attainment and the standard related to obtaining a job in related employment or pursuing additional education; and (10) continual updating of vocational-technical curriculums had kept programs relevant to the workplace. Sixteen recommendations were made to improve vocational-technical education in the state. (Two appendixes provide a description of the data sources for the assessment, and occupational employment statistics projections for the years 1987-2000 in Idaho by county and planning area.) (KC)

ED 385 723

Assessment

of

Vocational Education

In Idaho

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Table of Contents

Introduction 1

Recommendations 3

Major Findings Related to the Academic, Occupational, Training and Retraining Needs of Secondary, Adult and Postsecondary Students 4

Academic, Occupational, Training and Retraining Needs of Secondary, Adult and Postsecondary Students 7

A. Needs related to the integration of academic and vocational education . . . 7
B. The needs of special populations with respect to vocational education . . . 8
C. Keeping programs relevant to the workplace: both present and future . . . 23
D. Basic and higher order workplace competencies employers will need 37

Major Findings Related to the Capability of Vocational Programs to Provide Students With Adequate Training 40

Capability of Vocational Programs to Provide Students With Adequate Training 47

A. Integration of academic and vocational education 47
B. Sequential course of study leading to both academic and vocational competencies 52
C. Increased student work skill attainment and job placement 54
D. Increased linkages between secondary and postsecondary educational institutions 59
E. Instruction and experience in all aspects of the industry the students are preparing to enter 60
F. The ability of the eligible recipients to meet the needs of special populations with respect to vocational education 63
G. Raising the quality of vocational education programs in schools with high concentrations of poor and low-achieving students 75
H. Relevance of programs to the workplace: both present and future 75
I. Ability of vocational curriculum, equipment and instructional materials to meet the demands of the workforce 88

Appendix A 92
Research Studies, Data Sources and Descriptions for 1993 Assessment 92
Appendix B 99
Occupational Employment Statistics Projections for 1987 - 2000 By County and Planning Area 99

Introduction

This assessment evaluated the progress of vocational education during the first two years of the Perkins legislation. It built on the initial assessment conducted in 1991, using the same factors and general categories of inquiry.

The research methodology used for the assessment combined statistical tools with ethnographic, descriptive techniques. The data were organized using an ethnographic approach: specifically using a rich variety of local and statewide data sources to create an accurate analysis of the state's vocational delivery system. This approach negated weaknesses in any one study by using triangulation: ensuring validity and reliability by confirming and reconfirming findings through a wide variety of data sources. Another significant advantage of this research methodology was that it allowed a much broader range of information from various interest groups and perspectives. Instead of trying to design one research study to get at all the concerns, this assessment used data collected directly by those groups to insure that their specific issues were addressed by the data.

The assessment used data from the measures and standards established by the state and from a variety of other sources including information from the State Occupational Information Coordinating Committee (SOICC), statistics collected by the Division of Vocational Education, program evaluations, and a number of studies conducted over the past two years. Since many measures put in place by the State Board were just beginning to produce data at the time of this assessment, much of the specific progress had to be measured indirectly - looking at processes, numbers of projects, student enrollments and the like. A detailed list and description of the data sources are listed in Appendix A.

Some data from the 1991 assessment were used in this assessment as well. Many findings on employment opportunities, needs of business and industry, and student needs did not change significantly over the past two years. Best available data were often based on the 1990 Census which was also used in the 1991 assessment. In cases where previous data were used, the data were verified by comparing with more recent studies related to the data, or through directly contacting business, industry, commerce and student representatives directly affected by the issues in question.

Specifically, the assessment analyzed:

1. The academic, occupational, training and retraining needs of secondary, adult and postsecondary students.
2. The capability of vocational programs to provide students with adequate training in the industry and to provide them with problem-solving and academic skills.

This analysis was accomplished by addressing the factors outlined in the Federal Carl Perkins vocational legislation:

1. Integration of academic and vocational education
2. Sequential courses of study leading to both academic and vocational

competencies

3. Increased student work skill attainment and job placement
4. Increased linkages between secondary and postsecondary educational institutions
5. Instruction and experience in all aspects of the industry the students are preparing to enter
6. The ability of the eligible recipients to meet the needs of special populations with respect to vocational education
7. Raising the quality of vocational education programs in schools with high concentrations of poor and low-achieving students
8. Relevance of programs to the workplace: both present and future
9. Ability of vocational curriculum, equipment and instructional materials to meet the demands of the workforce
10. Basic and higher order workplace competencies employers will need

This report is organized into two sections: the needs of the students (including the type of training industry requires); and the capability of current programs to meet those needs. Each category is divided into the pertinent assessment factors listed above.

At the beginning of each section are the major findings drawn from that section.

Note: For information about this assessment, please contact Michael Rush, Director of Research, State Division of Vocational Education. 650 West State Street, Boise, ID 83720. Phone: (208) 334-3216.

Recommendations

(Note: The following recommendations are not listed in priority order.)

1. Increase the capacity of the vocational system to deliver secondary, postsecondary and industry specific training.

2. Continue to develop more complete integration of vocational and academic skills through professional development, curriculum design, and teacher collaboration.

3. Expand career guidance to all schools. Emphasis should be given to comprehensive career planning in the middle school/junior high.

4. Improve ways to identify and serve special populations.

5. Implement strategies to increase the number of Hispanic and Native American students in vocational programs, including increasing the numbers of vocationally certified bilingual/bicultural teachers.

6. Coordinate special population data to better identify needs and demonstrate progress.

7. Implement strategies to increase participation of women in high-tech, high-wage jobs.

8. Improve the effectiveness of student organizations to provide enhanced occupational skills, (e.g., problem solving, critical thinking, communications, interpersonal skills).

9. Develop strategies and models to deliver vocational education in unique ways to meet the diverse needs in a rural state (e.g., school-to-work, alternative cluster models, industry-specific training, Tech Prep).

10. Develop strategies to increase business and industry involvement in vocational education (e.g. advisory committees, work-site learning, mentoring, shadowing, teacher upgrade and training).

11. Improve the match of vocational programs to current and future job opportunities.

12. Increase the linkages between secondary and postsecondary vocational-technical training. (e.g., seamless curriculum, articulation, instructor collaboration).

13. Improve professional development through teacher education, inservice, industry mentoring, strategic planning, and formal evaluations.

14. Update equipment and technology in vocational programs.

15. Define and develop strategies to improve teaching "all aspects of the industry."

16. Retain current 70% secondary; 30% postsecondary split for Perkins IIC money.

Major Findings
Related to the
Academic, Occupational, Training and Retraining Needs of Secondary, Adult and Postsecondary Students

A. Needs related to the integration of academic and vocational education

1. Students needed to learn about occupations as early as possible to facilitate the integration of vocational and academic courses and broad career decisions. Career Guidance was essential to better transition into work or postsecondary training.

2. Applied Academics needed to be expanded.

3. The necessity for technicians to have good communication and computational skills emphasized the importance of programs that combine academic and technical skills.

B. The needs of special populations with respect to vocational education

1. Increasing numbers of women and minorities in the workforce continued to challenge vocational educators to develop innovative ways to recruit and train these populations.

2. Minority unemployment was high, particularly among Native Americans.

3. Supplemental services were needed to help special population students succeed.

4. Economic disadvantagement was a significant contributor to dropout rates.

5. Students who completed programs had significant advantages over those who dropped out.

6. Minorities were still not coming through vocational education in sufficient numbers to provide industries with the numbers they needed to meet affirmative action commitments.

C. Keeping programs relevant to the workplace: both present and future

1. Idaho was experiencing significant economic growth. Job opportunities for vocationally trained people were available.

2. Because of Idaho's rural nature, delivery of programs needed to promote access in a variety of unique ways. Vocational education needed to work closely with other agencies to meet the needs inherent in a rural, sparsely populated state.

3. Business and industry pointed out the need for more vocational-technical education at the high school level.

4. Business and industry stressed the importance of vocational-technical training to the nation's and Idaho's economy.

5. There was a continued or an increased need for instruction on employability skills and habits or SCANS competencies.

6. Individuals who dropped out of school or completed high school without obtaining basic reading and mathematics skills were at a great disadvantage.

7. High percentage of post-secondary graduates remained in Idaho and many did not move from their home areas. Therefore, localized training was deemed important to meet local needs.

8. Training had not been easily accessible to rural Idaho nor had these areas produced many new jobs.

9. Employers were asking vocational education to provide access to upgrading training for their existing employees.

10. Existing data and projections showed there was a significant shift from an industry base to services.

11. Reduction in defense spending had increased the number of military personnel returning to Idaho looking for civilian jobs requiring skill training in their areas of expertise.

12. Eleven out of twenty of the fastest growing jobs in the nation required vocational-technical training.

D. Basic and higher order workplace competencies employers will need

1. Advanced skills in communication, science, problem solving, critical thinking, trouble shooting, organizing processes, evaluating and math were necessary for successful technicians.

2. Idaho employers were looking for employees with technical skills as well as good interpersonal skills which included effective communication skills,

critical thinking, and personal management.

3. Employers had difficulty recruiting qualified technicians with the right set of skills.

4. More formal education was needed for existing employees to augment their on-the-job-training.

5. Employers were requiring employees and prospective employees to have higher order thinking skills as well as good technical skills.

Academic, Occupational, Training and Retraining Needs of Secondary, Adult and Postsecondary Students

A. Needs related to the integration of academic and vocational education

Business, Labor and Industry Data

(Note: Much of the data related to the needs related to integration are presented under section D, Basic and higher order workplace competencies employers will need.)

Many of the internal studies indicated that the skills needed by technicians included good communication and computational skills. The studies also included the need to combine the technical skills with the ability to collect and analyze data and to make decisions based on that data.

A team of industry representatives, including health care, met to validate skills needed in the workplace (June 6 - 9, 1993 Boise, ID). Representatives were unanimous that students needed to apply math, science and communications on the job. A more recent meeting in San Francisco, CA, August, 1993, of members of a national committee on standards for health care workers who provide therapeutic services (the Therapeutic Cluster of Health Occupations) determined competencies include knowledge and application of sciences, math, communications, teamwork, and higher level thinking skills (critical thinking, problem solving, evaluating, judging).

Evaluations and Technical Visits

Visitation reports from vocational supervisors indicated three student service needs: 1) expand the career guidance of students; 2) expand counseling of students in the transition to post-high school employment and specific job training; and 3) provide more applied academic choices.

Use of the Career Information System (CIS) was recommended.

Comprehensive Guidance Model Assessment

The findings or priorities of the twenty-four school districts centered around the following three areas of need:

1) Students need assistance in choosing careers around their unique aptitudes and interests.
2) Students need assistance to identify and transition into educational programs beyond high school.
3) Students need assistance to better understand themselves and to develop human relationship skills.

B. The needs of special populations with respect to vocational education

Business, Labor and Industry Data

A major employer of technician level employees had considerable difficulty finding qualified technicians especially in meeting its commitment to affirmative action.

In August and September of 1993, while gathering information for submission of a proposal for training members of Hispanic and Native American populations in geriatric home care, administrators of home services to these populations indicted there is great need for the services but a corresponding lack of trained personnel from these ethnic groups. Fort Hall Indian Reservation in Pocatello, Idaho has at least 500 older adults who would benefit from having trained home care providers. Terry Reilly Health Care Clinic personnel, who provide services to the Hispanic population, echoed the same need.

Evaluations and Technical Visits

Five percent of the visitation reports of state supervisors mentioned specifically that special populations were not making adequate progress in the programs based on recently adapted measures and standards, and that in some programs opportunities were not provided for all students to participate because of counseling, class scheduling, curriculum design, classroom procedures, and recruitment and placement inactivity.

Five and ten year evaluations done by the State Division of Vocational Education and Department of Education noted two specific areas of special population student need. One, five percent of the recommendations indicated a need for providing greater supplementary services for special populations in the form of curriculum modification, tutors, and other program/course modification. Second, one-third of the schools evaluated were urged to be much more aggressive in enrolling special populations in vocational programs.

Other identified needs also affected special population students. First, about one-fourth of the visitation reports indicate greater annual and long range planning should exist to provide program direction. In addition, every school evaluation indicated that greater long range planning was needed to provide program direction. Planning would be critical for special population curriculum development, tutor use, recruitment, and data collection of student progress.

Second, individual teacher professional planning and activities may also be implicated with special population needs. One-fourth of all visitations with program instructors revealed the need for providing greater professional development opportunities, and in some cases specifically connected to working with special populations. To meet the intent of the law in providing for special populations, teachers and administrators must change their perspective about vocational education program potential and delivery. For example about one-half of the schools that were evaluated showed a need to have greater awareness of

how to provide supplementary services to special populations. These evaluations also supported the proposition that teachers and administrators needed to have greater understanding of how to determine if special populations are making adequate progress.

Third, student youth organizations have an effect on special populations. Approximately one-half of all programs in the evaluations and visitations showed strong student leadership development commendations. But, one-half of the recommendations of these assessments featured the need for making leadership organizations a more integral part of the vocational program. Vocational philosophy has espoused that student interaction and cooperative learning are strong motivating forces for all vocational students.

Idaho School Profiles

The statewide dropout rate as determined by the State Department of Education was 8.6% in 1993. There were 52 out of 104 or 50% of the districts whose dropout rate was 3 percentage points or more lower than the average (5.6% or less). There were thirteen districts whose dropout rate was 3 percentage points higher than the average (11.6% or higher). This indicated that the larger districts had a greater problem with dropouts than the smaller districts. Dropout rates were higher in districts with high percentages of migrant farm workers and in areas with significant economic problems. Still, there were a number of notable exceptions to this trend. In one instance, two districts of approximately the same size and in the same geographic location had one of the highest and one of the lowest dropout rates in the state. While some of the difference might by attributed to differences in reporting, an analysis of underlying causes would be warranted.

Indicators of High School Dropouts

This survey of students from an Idaho alternative school indicated that the most important reasons contributing to dropping out were: 1) lack of money; 2) drug and alcohol problems; 3) pregnancy or teen parent; 4) school and teachers not caring about the student; 5) being expelled; and 6) family moving frequently. It was significant to note that lack of money was not used by the Department of Education as one of the factors contributing to dropout rate. It was also significant that a number of the school districts having higher than normal dropout rates were areas with significant economic problems. Ability did not appear to be a significant factor in dropout potential.

Postsecondary Vocational-Technical School and Beyond

Approximately 83% of the students became employed full-time or part-time immediately after completing their program of study. Student completers with a certificate or AAS degree were even more likely to be employed full time. Completers who work part-time earned significantly more than leavers who work part-time. Initial salaries of completers and non-completers were about the same, however, the salaries of the completers increased almost twice as fast over a 2-year period. Students who earned a certificate or AAS degree tended to have about one-third more benefits (leave, health insurance, sick,

dental, life, disability, and education) than those who didn't complete. These data pointed to the importance of keeping students in the programs through completion.

Goals and Recommendations for Improving American Indian Education

The following findings consist of the recommendations of the Idaho subcommittee on Indian Education. This is not a comprehensive list of those recommendations; the recommendations presented are those that relate most closely with the role and mission of vocational-technical education:

Primary and Secondary Education K-12

1. Help American Indian students understand the connection between what they learn in school and what they must know to live, learn, and work in their community and in society.
2. Develop in-service training for educators and school personnel that provides a uniform approach to the education of American Indian students.
3. Offer culturally-based math and science, including applied math and physics.
4. Provide and update school equipment, buildings and facilities.
5. Report test scores, enrollment, graduation and/or dropout data according to ethnicity.
6. Designate exit points from high school as college prep, tech-prep, and apprenticeship.

Higher Education

1. Increase recruitment, retention and graduation rates of American Indian students in Idaho's two and four-year colleges and universities including postsecondary vocational/technical institutions.
2. Increase the number of American Indian faculty and administrative/professional staff at Idaho's colleges and universities.
3. Implement the guidelines in the *Ethnic/Racial Minority Student Recruitment, Enrollment, Retention and Graduation* Action Plan for Higher Education.
4. Create or expand student support services at Idaho institutions, e.g., educational advising, child care, tutoring, and mentoring programs. Institutions should also: work with reservation personnel to establish community colleges or at least college/university educational satellite sites.
5. Develop an on-going financial aid program of scholarships, endowments, tuition waivers and other forms of financial assistance to ensure adequate financial support for American Indian students.
6. Coordinate the various financial assistance programs available to American Indian students for easier, more reliable and timely distribution of financial aid.
7. Expand professional development opportunities for American Indian students and faculty.

8. Expand opportunities for non-Indian faculty to participate in faculty exchanges at schools with large American Indian populations.
9. Request that teacher preparation programs increase efforts to recruit and graduate American Indian teachers and school administrators.
10. Routinely report data, such as test scores, grades, retention and attrition rates, by ethnicity.

Community/Tribal/Parental Participation

1. Involve American Indian parents in reviewing curricula and textbooks.

Career Awareness

1. Develop comprehensive guidance and counseling programs in Idaho schools that meet the career, educational/training, personal and social needs of American Indian students and their families.
2. Provide comprehensive career counseling and guidance that fits the interest and aptitudes of American Indian students, and allows freedom of choice.
3. Implement partnerships between tribes, schools, parents, social service agencies, private industry councils/Job Training Partnership Act (JTPA), and business and industry.
4. Recruit and hire more certified American Indian counselors.
5. Organize and provide career fairs especially targeted to American Indian students.
6. Provide support groups, counseling and other appropriate programs for American Indian students who are single parents.
7. Provide financial aid counseling and guidance to American Indian students regarding postsecondary vocational and academic opportunities.
8. Provide information on scholarships, grants, federal and state programs, including JTPA, designed to assist American Indians who wish to pursue education and training.

Adult Education

1. Expand Adult Basic Education programs for American Indians.
2. Provide adult vocational, Adult Basic Education, JTPA training and community education classes on or near reservations.
3. Provide extension or university satellite sites for community education on reservations.
4. Incorporate life-skills training into Adult Basic Education programs.
5. Develop partnerships with private industry councils/JTPA, and business & industry to provide workshops, training, and other educational programs on or near reservations.

Determinants of Idaho Hispanic Female Participation in Adult Education Programs

A research study was conducted by the University of Idaho to identify factors related to Idaho Hispanic women participating in adult education programs. Sixty-three Hispanic women were interviewed (in English or Spanish). Thirty-two were participating in an adult education program; thirty-one were not. Hispanic women who were not in adult education programs (nonparticipants) tended to be married, older, less educated and more mobile than those participating in adult education programs. Nonparticipants also expressed more traditional attitudes toward women, a lower degree of acculturation, and more barriers to participation than participants. For nonparticipants, age and barriers to participation served as significant predictors. Significant predictors of participants in adult education included length of residency, marital status, and educational attainment.

Findings of this study indicate that adult educators should consider several factors to increase Hispanic female participation. First, they should consider cultural indicators of participation such as length of residency, marital status, and age. Nonparticipants tend to be more mobile, married, and older than participants -- all indicators of a lower degree of acculturation. Thus, nonparticipants may feel alienated from an educational process that overlooks their Hispanic heritage. Nonparticipants also experienced low educational attainment and, therefore, may not feel comfortable in traditional school settings. Consequently, less threatening environments for educational programs should be explored. In addition, adult educators should consider barriers to participation, especially those institutional in nature such as inconvenient time and course location, lack of financial assistance, and inappropriate course offerings.

This study demonstrates that even within sub-cultures, important differences exist between participants and nonparticipants. As our society becomes increasingly multicultural, educators must strive to meet the cultural needs of such groups as Hispanic women.

Hispanic Youth: Dropout Prevention

The data for this study were collected through a series of community meetings in areas with large Hispanic populations. Although these data were used in the last assessment, the Committee of Practitioners and others confirmed that the data were still relevant to this assessment. The findings are presented primarily in the form of recommendations for improvement. The task force concluded that "a strong education is critical for immigrants and minorities to be assimilated into the mainstream of American society. It provides the freedom for impoverished individuals to grow and prosper. Now, more than ever, the ability to communicate, compute and solve problems is required to move up the socioeconomic scale and receive the benefits our system offers. We need to ensure that all of our citizens take advantage of the opportunities that are available to them." Specific recommendations included:

1. Provide an educational environment in which Hispanic students succeed at

their own rate of individual progress without risking self-esteem.

2. Provide a curriculum that is relevant to the problems and issues our Hispanic youth and their families are facing, not only today but in the near future.
3. Provide a curriculum that teaches and promotes family-like cooperation and collaboration in facing and working with the above issues.
4. Hire and/or educate instructional, guidance and administrative staff to be sensitive to the special Hispanic culture and language and to work constructively with Hispanic students and patrons.
5. Assess vocational education program offerings to assure that programs are perceived as positive options for career development of Hispanic students.
6. Employ Hispanic role models in all staff positions so that Hispanic students are encouraged to succeed and remain in school.
7. Evaluate the vocational education programs offered to assure Hispanic students are provided adequate information about program opportunities and equal access.
8. Develop alternative ways to allow students to get credit, stay in school, and still meet the 90 percent attendance rule.
9. Concentrate on serving students in mainstream regular classrooms instead of separate pullout programs; integrate not separate.
10. Develop comprehensive guidance and counseling programs in Idaho schools that will meet the career and educational, personal, and social needs of Hispanic students and their families.
11. Implement the Idaho Comprehensive Guidance and Counseling program model adopted by the State Board of Education.
12. Provide Hispanic cultural awareness training to school counselors.
13. Provide parenting education to Hispanic parents and families.
14. Provide increased career awareness through experience-based career education, volunteering, and use of Career Information System.
15. Encourage active participation of Hispanic community leaders, organizations, and Hispanic parents/families in the educational process and career planning of their children.
16. Establish Parent/Student Learning Center.
17. Develop and implement a Cultural Awareness Training Model for certified and non-certified personnel, parent groups, students, and the community.
18. Develop community based partnerships to help identify employment opportunities, personal development resources, and financial assistance.

Idaho State Council on Vocational Education Public Meeting

A plea was made to provide more resources for those people who were reentering the education.

Table: 1992 Statewide - Population

This table shows the population by minority group and their participation rate in the labor force. Other Nonwhite and Hispanics have the highest participation rates.

1992 STATEWIDE - POPULATION

MINORITY STATUS	POPULATION		PERCENT DISTRIBUTION		LABOR FORCE PARTICIPATION RATE	
	TOTAL	FEMALE	TOTAL	FEMALE	TOTAL	FEMALE
TOTAL	1,067,000	535,436	100.00	100.00	65.53	56.07
WHITE	1,007,705	507,905	94.44	94.86	65.30	55.92
BLACK	3,872	1,614	0.36	0.30	65.98	63.78
NATIVE AMERICAN	15,555	7,598	1.46	1.42	63.73	57.28
ASIAN/PACIFIC ISLAND	9,640	5,073	0.90	0.95	63.34	54.57
OTHER NONWHITE	30,228	13,245	2.83	2.47	76.39	62.49
HISPANIC, ALL RACES	54,772	24,916	5.13	4.65	74.97	63.77
ALL MINORITIES	59,295	27,531	5.56	5.14	69.87	59.36

Source: Idaho Department of Employment - Idaho Affirmative Action Statistics 1992

Table: Population Projections by Race/Ethnic Group by County

The following tables lists the County population figures as well as a count of minorities and the percent of total minorities in each county. The table showed that Hispanics were the largest minority group in Idaho with largest concentration located in Canyon county. These data along with the Census table on Language Spoken at Home and Ability to Speak English demonstrated the need for English as a Second Language programs.

POPULATION PROJECTIONS BY RACE/ETHNIC GROUP BY COUNTY
FISCAL YEAR 1994
BASED ON 1990 CENSUS DATA

		——RACE——						
COUNTY	TOTAL	WHITE	BLACK	AMERICAN INDIAN	S. PACIFIC/ ASIAN	OTHER RACE	HISPANIC ORIGIN	PERCENT MINORITY
ADA	224,835	217,310	1,047	1,510	3,154	1,814	8,071	3.35%
ADAMS	3,555	3,509	2	45	1	8	42	1.29%
BANNOCK	72,142	67,481	471	1,833	778	1,599	2,994	6.48%
BEAR LAKE	6,648	6,555	0	27	5	60	149	1.40%
BENEWAH	6,872	7,052	7	658	31	25	135	8.30%
BINGHAM	41,084	35,444	43	2,857	298	2,422	3,948	13.80%
BLAINE	14,807	14,487	11	58	114	157	434	2.28%
BOISE	3,834	3,749	2	38	15	30	92	2.22%
BONNER	29,088	28,838	40	240	78	92	385	1.55%
BONNEVILLE	78,895	75,680	325	427	751	1,733	3,289	4.10%
BOUNDARY	8,104	8,898	3	164	28	222	339	4.58%
BUTTE	3,188	3,091	0	24	5	68	110	3.05%
CAMAS	794	778	2	9	3	2	4	2.08%
CANYON	98,418	87,898	191	751	1,078	8,503	12,935	10.69%
CARIBOU	7,808	7,458	8	24	14	106	210	2.00%
CASSIA	21,341	19,208	3	188	105	1,838	2,888	9.99%
CLARK	833	752	0	5	0	75	88	9.71%
CLEARWATER	9,293	9,027	11	187	23	35	122	2.88%
CUSTER	4,518	4,419	2	38	21	38	98	2.15%
ELMORE	23,189	20,848	849	187	495	990	1,745	10.88%
FRANKLIN	10,087	9,890	5	42	13	137	259	1.95%
FREMONT	11,950	11,225	10	74	40	801	833	6.07%
GEM	12,941	12,371	14	152	58	348	672	4.41%
GOODING	12,711	11,894	8	47	34	728	1,118	8.42%
IDAHO	15,060	14,817	3	378	37	24	135	2.94%
JEFFERSON	18,075	17,074	8	133	44	818	1,282	5.54%
JEROME	18,540	15,829	10	128	59	717	1,112	5.51%
KOOTENAI	78,280	74,802	103	738	358	281	1,148	1.91%
LATAH	33,453	32,110	190	225	775	153	491	4.01%
LEMHI	7,538	7,400	2	54	25	57	153	1.83%
LEWIS	3,842	3,630	4	185	20	3	48	5.52%
LINCOLN	3,814	3,530	3	24	13	44	213	2.33%
MADISON	25,887	24,847	47	118	323	531	823	3.94%
MINIDOKA	21,154	18,072	47	220	109	2,706	4,081	14.57%
NEZ PERCE	38,880	34,815	52	1,848	231	133	458	8.14%
ONEIDA	3,815	3,749	4	21	9	33	61	1.75%
OWYHEE	9,189	7,577	24	302	83	1,183	1,538	17.38%
PAYETTE	17,958	16,619	15	207	173	943	1,311	7.45%
POWER	7,742	6,727	8	222	44	742	1,024	13.11%
SHOSHONE	15,221	14,882	17	198	44	80	270	2.23%
TETON	3,758	3,671	2	14	1	69	258	2.30%
TWIN FALLS	58,543	55,945	71	338	573	1,617	3,384	4.44%
VALLEY	6,675	6,543	9	68	30	28	117	1.98%
WASHINGTON	9,342	8,370	8	50	142	772	1,000	10.41%
STATEWIDE	1,100,000	1,038,497	3,692	15,057	10,232	32,542	57,830	5.59%
Percent of Population	100.00%	94.41%	0.33%	1.37%	0.93%	2.96%	5.26%	

*DATA SUPPRESSED BY CENSUS BUREAU

** MAY NOT ADD TO TOTALS DUE TO ROUNDING SOURCE: IDAHO DEPARTMENT OF EMPLOYMENT IDAHO DEMOGRAPHIC PROFILE

1990 Census of Population and Housing Summary Tape File 3A
IDAHO
AGE BY LANGUAGE SPOKEN AT HOME AND ABILITY TO SPEAK ENGLISH
Universe: Persons 5 years and over

5 to 17 years:		
Speak only English		**214,550**
Speak Spanish:		
	Speak English "very well"	6,264
	Speak English "well"	1,979
	Speak Spanish: English "not well" or "not at all"	1,728
Speak Asian/PI language:		
	Speak English "very well	558
	Speak English "well"	118
	Speak English "not well"/"not at all"	96
Speak other language:		
	Speak English "very well"	1,786
	Speak English "well"	346
	Speak English "not well" or "not at all"	366
18 to 64 years:		
Speak only English		**537,234**
Speak Spanish:		
	Speak English "very well"	14,518
	Speak English "well"	4,473
	Speak English "not well" or "not at all"	6,635
Speak Asian/PI language:		
	Speak English "very well"	2,042
	Speak English "well"	1,179
	Speak English "not well"/"not at all"	691
Speak other language:		
	Speak English "very well"	8,111
	Speak English "well"	1,723
	English "not well" or "not at all"	1,168
65 years and over:		
Speak only English		**115,924**
Speak Spanish:		
	Speak English "very well"	889
	Speak English "well"	255
	Speak English "not well" or "not at all"	340
Speak Asian/PI language:		
	Speak English "very well"	172
	Speak English "well"	118
	Speak English "not well"/"not at all"	85
Speak other language:		
	Speak English "very well"	2,359
	Speak English "well"	632
	Speak English "not well" or "not at all"	364

Statewide Labor Force Data

The tables on the following pages provide information on the statewide labor force.

The table: 1992 Statewide Labor Force showed a breakdown of Idaho's Labor Force by minority group and females and their unemployment rate. The unemployment rate for Native Americans was the highest by far illustrating the need for programs to target this particular group.

The table: Projected Labor Force by Race/Ethnic Group by County and Area showed Idaho's labor force projected for 1994.

The table: Projected Annual Average Unemployment Data for the Year 1994 showed the total number of unemployed persons in 1994 by county, area, and minority group. These data showed, for instance, the highest numbers of unemployed in Area III and Area I.

The table: Percent of Labor Force Unemployed, 1990 to 1993 showed the trends in the unemployment rate over a three year period by county. Generally, the unemployment rates for the smaller counties increased while the rates for the larger counties decreased.

The table: Summary of Occupations by Gender and Race/Ethnicity showed that large numbers of Hispanic males working as laborers, an occupational category traditionally low paying and subject to seasonal layoffs.

1992 STATEWIDE LABOR FORCE

SEX & MINORITY STATUS	CIVILIAN LABOR FORCE	EMPLOYED	UNEMPLOYED	PERCENT DISTRIBUTION LABOR FORCE	EMPLOY.	UNEMPLOY.	UNEMPLOY-MENT RATE
-BOTH SEXES-							
TOTAL	518,000	485,000	33,000	100.00	100.00	100.00	6.50
WHITE	490,283	460,506	29,776	94.66	94.95	90.23	6.07
BLACK	1,508	1,347	161	0.29	0.28	0.49	10.69
NATIVE AMERICAN	7,027	5,734	1,293	1.35	1.18	3.92	18.40
ASIAN/PACIFIC ISLAND	4,507	4,290	217	0.87	0.88	0.66	4.81
OTHER NONWHITE	14,675	13,122	1,553	2.83	2.71	4.71	10.58
HISPANIC, ALL RACES	25,455	22,830	2,625	4.91	4.71	7.96	10.31
ALL MINORITIES	27,717	24,494	3,224	5.34	5.05	9.77	11.63
-FEMALE-							
TOTAL	227,161	212,806	14,355	100.00	100.00	100.00	6.32
WHITE	216,354	203,396	12,958	95.25	95.58	90.27	5.99
BLACK	601	528	73	0.26	0.25	0.51	12.10
NATIVE AMERICAN	3,122	2,638	485	1.37	1.24	3.38	15.52
ASIAN/PACIFIC ISLAND	2,085	1,980	106	0.92	0.93	0.74	5.06
OTHER NONWHITE	5,000	4,265	734	2.19	2.00	5.12	14.69
HISPANIC, ALL RACES	9,514	8,195	1,319	4.18	3.85	9.19	13.86
ALL MINORITIES	10,808	9,410	1,397	4.75	4.42	9.73	12.93

DATA MAY NOT ADD TO TOTALS DUE TO ROUNDING.

Source: Idaho Department of Employment - Idaho Affirmative Action Statistics 1992

PROJECTED LABOR FORCE BY RACE/ETHNIC GROUP BY COUNTY AND AREA
FISCAL YEAR 1994
BASED ON 1990 CENSUS DATA

COUNTY	TOTAL	WHITE	HISPANIC	BLACK	NATIVE AMERICAN	ASIAN/ PACISLE	OTHER
ADA	129,268	125,203	3,098	710	1,036	1,411	908
ADAMS	1,665	1,630	27	0	30	0	6
BANNOCK	32,585	30,781	1,064	138	595	423	648
BEAR LAKE	2,496	2,444	70	0	14	0	37
BENEWAH	3,608	3,388	43	0	204	10	6
BINGHAM	17,828	15,468	1,584	34	1,078	133	1,114
BLAINE	8,824	8,664	218	5	29	69	57
BOISE	1,649	1,627	21	0	18	2	2
BONNER	13,311	13,125	172	5	135	16	30
BONNEVILLE	40,127	38,206	1,720	191	283	446	1,001
BOUNDARY	4,499	4,293	143	4	117	9	76
BUTTE	1,715	1,658	57	0	15	0	42
CAMAS	383	381	0	0	2	0	0
CANYON	45,914	41,182	5,745	38	437	510	3,748
CARIBOU	3,387	3,311	54	0	10	19	47
CASSIA	8,421	7,543	1,102	0	80	31	766
CLARK	823	713	99	0	12	0	99
CLEARWATER	4,322	4,221	81	0	73	8	20
CUSTER	2,561	2,518	39	0	31	7	5
ELMORE	8,242	7,364	750	212	77	167	422
FRANKLIN	3,802	3,724	111	0	26	6	47
FREMONT	4,968	4,670	331	0	60	5	232
GEM	5,093	4,879	244	0	74	15	125
GOODING	5,611	5,215	548	0	28	14	354
IDAHO	6,878	6,720	60	0	145	0	13
JEFFERSON	7,672	7,134	490	4	112	20	400
JEROME	6,533	6,161	412	0	46	18	308
KOOTENAI	40,528	39,685	525	70	515	159	98
LATAH	14,711	14,252	186	31	102	266	60
LEMHI	3,276	3,193	86	0	77	0	5
LEWIS	1,950	1,837	20	0	106	7	0
LINCOLN	1,747	1,714	103	5	12	3	14
MADISON	8,767	8,393	309	26	23	119	206
MINIDOKA	10,374	8,920	1,894	13	100	68	1,273
NEZ PERCE	17,676	16,741	224	19	736	85	95
ONEIDA	1,168	1,141	16	3	12	2	11
OWYHEE	3,673	2,962	760	13	114	42	542
PAYETTE	8,992	8,365	586	0	123	108	396
POWER	2,632	2,273	355	3	61	18	278
SHOSHONE	4,913	4,804	83	2	77	13	16
TETON	1,883	1,826	167	7	15	0	35
TWIN FALLS	29,032	27,737	1,559	19	238	274	763
VALLEY	4,323	4,263	74	6	27	5	23
WASHINGTON	4,169	3,695	443	0	1	105	367
IDAHO TOTAL	531,999	501,768	19,767	1,422	4,812	3,941	290

	TOTAL	WHITE	NON-
AREA I	66,859	65,296	1,563
AREA II	45,537	43,771	1,766
AREA III	212,989	201,169	11,819
AREA IV	70,925	66,336	4,589
AREA V	63,898	59,142	4,756
AREA VI	71,792	68,312	3,480

*DATA SUPRESSED BY CENSUS BUREAU

**DETAILED RACE DATA IS NOT AVAILABE FOR ALL AREAS

Source: Idaho Department of Employment - Idaho Demographic Profile

23

PROJECTED ANNUAL AVERAGE UNEMPLOYMENT DATA FOR THE YEAR 1994

COUNTY	UNEMPLOYED TOTAL	WHITE	BLACK	AM IND	ASIAN	OTHER	HISPANIC
ADA	5,409	4,990	44	132	58	53	132
ADAMS	245	230	0	8	0	4	4
BANNOCK	2,199	1,800	17	161	25	90	105
BEAR LAKE	140	133	0	1	0	3	4
BENEWAH	434	389	0	38	0	2	5
BINGHAM	1,296	778	12	244	17	101	144
BLAINE	679	665	0	0	0	7	7
BOISE	133	129	0	0	0	0	4
BONNER	1,355	1,311	3	18	0	8	16
BONNEVILLE	2,061	1,749	13	57	0	96	146
BOUNDARY	400	338	3	3	2	23	32
BUTTE	125	118	0	0	0	4	4
CAMAS	32	32	0	0	0	0	0
CANYON	3,429	2,348	4	52	18	364	643
CARIBOU	212	212	0	0	0	0	0
CASSIA	695	399	0	24	5	119	148
CLARK	34	21	0	0	0	7	7
CLEARWATER	588	566	0	12	0	0	11
CUSTER	174	158	0	12	0	0	5
ELMORE	606	511	19	12	7	7	50
FRANKLIN	155	148	0	5	0	0	1
FREMONT	424	324	0	20	0	36	45
GEM	457	381	0	9	0	23	45
GOODING	296	241	0	0	0	27	27
IDAHO	747	704	0	28	0	0	15
JEFFERSON	539	435	2	18	10	36	38
JEROME	505	339	0	13	0	74	79
KOOTENAI	2,802	2,665	16	52	9	0	60
LATAH	651	624	0	3	17	0	7
LEMHI	370	356	0	2	0	0	13
LEWIS	106	84	0	20	0	0	2
LINCOLN	134	127	3	0	0	0	3
MADISON	481	445	10	0	7	9	9
MINIDOKA	826	472	1	21	0	105	227
NEZ PERCE	929	756	1	133	0	14	25
ONEIDA	63	56	1	5	0	0	0
OWYHEE	228	139	0	10	2	34	42
PAYETTE	777	604	0	18	0	56	99
POWER	249	161	3	7	0	37	42
SHOSHONE	1,104	1,066	0	24	3	0	11
TETON	98	77	0	0	0	0	21
TWIN FALLS	2,064	1,705	0	28	33	88	210
VALLEY	383	376	2	5	0	0	0
WASHINGTON	364	240	0	0	0	57	67
IDAHO TOTAL	**34,636**	**29,162**	**155**	**1,193**	**212**	**1,426**	**2,488**
AREA I	6,094	5,768	21	134	14	32	124
AREA II	3,021	2,734	1	195	17	14	60
AREA III	12,033	9,949	69	246	84	599	1,086
AREA IV	5,231	3,981	4	86	38	420	702
AREA V	4,315	3,289	34	423	42	232	296
AREA VI	4,306	3,682	26	108	17	187	287

Source: Idaho Department of Employment - Idaho Demographic Profile

Percent of Labor Force Unemployed
1990 to 1993

County	1990	1991	1992	1993
Ada	3.8%	4.1%	4.1%	3.6%
Adams	12.7%	14.1%	14.3%	14.7%
Bannock	6.4%	6.3%	6.5%	6.2%
Bear Lake	5.9%	5.3%	5.4%	6.3%
Benewah	10.7%	12.4%	11.6%	11.5%
Bingham	6.8%	6.4%	7.0%	6.7%
Blaine	3.7%	6.3%	7.5%	6.0%
Boise	6.8%	7.8%	7.8%	8.9%
Bonner	8.8%	9.9%	9.9%	10.2%
Bonneville	4.7%	4.5%	5.0%	5.3%
Boundary	7.9%	8.8%	8.6%	8.7%
Butte	4.8%	5.7%	7.1%	6.4%
Camas	9.2%	6.8%	8.2%	5.9%
Canyon	7.5%	7.8%	7.2%	7.4%
Caribou	5.2%	5.5%	6.1%	6.6%
Cassia	8.6%	6.6%	8.0%	8.4%
Clark	2.7%	2.8%	4.1%	4.0%
Clearwater	12.5%	13.8%	13.2%	13.6%
Custer	3.8%	4.8%	6.6%	9.8%
Elmore	6.1%	6.0%	7.1%	6.7%
Franklin	4.3%	3.9%	3.9%	3.7%
Fremont	8.3%	7.8%	8.3%	8.1%
Gem	7.7%	8.9%	8.7%	8.2%
Gooding	4.3%	4.7%	5.1%	5.0%
Idaho	7.9%	10.4%	10.5%	11.5%
Jefferson	6.6%	6.1%	6.8%	6.2%
Jerome	6.1%	6.8%	7.5%	7.3%
Kootenai	7.0%	7.0%	6.7%	7.1%
Latah	4.0%	4.3%	4.3%	4.2%
Lemhi	8.8%	11.4%	10.9%	11.1%
Lewis	6.6%	5.4%	5.3%	6.1%
Lincoln	5.0%	6.8%	7.4%	6.7%
Madison	5.6%	4.8%	5.3%	5.1%
Minidoka	7.7%	6.5%	7.7%	8.3%
Nez Perce	4.9%	5.6%	5.1%	4.9%
Oneida	4.2%	4.3%	5.2%	4.3%
Owyhee	5.2%	5.6%	6.0%	5.1%
Payette	6.8%	7.5%	8.4%	9.1%
Power	10.3%	8.4%	9.2%	7.4%
Shoshone	10.3%	19.6%	21.8%	22.0%
Teton	5.5%	4.7%	5.0%	5.1%
Twin Falls	4.7%	5.5%	6.9%	6.1%
Valley	8.1%	8.8%	8.6%	8.9%
Washington	7.9%	8.0%	8.5%	9.4%
Statewide	5.8%	6.1%	6.5%	6.3%

Source: Idaho Department of Employment, Research and Analysis Bureau

SUMMARY OF OCCUPATIONS BY GENDER AND RACE/ETHNICITY

EQUAL EMPLOYMENT INDICATORS — SUMMARY OCCUPATIONS BY SEX AND RACE/ETHNICITY — STATE OF IDAHO
RESEARCH AND ANALYSIS BUREAU, IDAHO DEPARTMENT OF EMPLOYMENT — 1990 CENSUS, FEBRUARY 1993

SUMMARY OCCUPATIONS	ALL RACES	WHITE NOT HISPANIC	TOTAL MINORITY	BLACK NOT HISPANIC	ASIAN/ PACIFIC ISLANDER NOT HISPANIC	AMERICAN INDIAN ALASKA NATIVE, NOT HISPANIC	OTHER NON-HISPANIC	HISPANIC
TOTAL LABOR FORCE	470700	436476	34224	1297	3951	5823	151	23002
OFFICIALS & MANAGERS	59290	56551	2739	78	564	509	18	1570
PROFESSIONAL	66154	63685	2469	168	642	410	6	1243
TECHNICIANS	14674	13788	886	84	181	154	0	467
SALES WORKERS	50806	48664	2142	120	274	503	13	1232
OFFICE & CLERICAL	65003	61663	3340	270	471	778	22	1799
CRAFT WORKERS	50074	47530	2544	119	214	599	23	1589
OPERATIVES	58671	51676	6995	158	565	1090	13	5169
LABORERS	40915	32736	8179	68	291	806	39	6975
SERVICE WORKERS	65113	60183	4930	232	749	974	17	2958
TOTAL MALE	264651	243943	20708	793	2127	3191	106	14491
OFFICIALS & MANAGERS	41280	39338	1942	40	419	321	18	1144
PROFESSIONAL	31144	30042	1102	87	354	140	0	521
TECHNICIANS	8255	7782	473	65	151	75	0	182
SALES WORKERS	26604	25529	1075	87	118	222	11	637
OFFICE & CLERICAL	11618	10868	750	83	86	174	12	395
CRAFT WORKERS	46135	43857	2278	117	181	522	23	1435
OPERATIVES	42266	38178	4088	134	248	682	5	3019
LABORERS	33947	27018	6929	49	230	614	22	6014
SERVICE WORKERS	23402	21331	2071	131	340	441	15	1144
TOTAL FEMALE	206049	192533	13516	504	1824	2632	45	8511
OFFICIAL & MANAGERS	18010	17213	797	38	145	188	0	426
PROFESSIONAL	35010	33643	1367	81	288	270	6	722
TECHNICIANS	6419	6006	413	19	30	79	0	285
SALES WORKERS	24202	23135	1067	33	156	281	2	595
OFFICE & CLERICAL	53385	50795	2590	187	385	604	10	1404
CRAFT WORKERS	3939	3673	266	2	33	77	0	154
OPERATIVES	16405	13498	2907	24	217	408	8	2150
LABORERS	6968	5718	1250	19	61	192	17	961
SERVICE WORKERS	41711	38852	2859	101	409	533	2	1814

* Please note: Census summary occupations have been defined to meet employer EEO - 1 requirements.

**Unemployed not included in this report

***Based on 1990 census data.

C. Keeping programs relevant to the workplace: both present and future

Idaho State Council on Vocational Education Public Meeting

Several people pointed out the need for more vocational education at the high school level.

Boise Business Barometer
(Most Information Derived from the Economic Outlook Forum, 1993)

Idaho continues to rank as one of the top states for employment growth for 1993. As of July, total non-agricultural employment reached 428,000, a gain of 3.2 percent for 1992 levels. Nonagricultural employment increased at a rate of 4.6 percent in 1992, compared to 3.3 percent in 1991. Statewide employment growth should remain strong for 1994. Employment is expected to outpace population growth, increasing 2.8% annually through the year 2000 and 1.7% per year from 2000 to 2010. Population growth during that same period is expected to increase 2.1% to the year 2000 and 1.1% from 2000 to 2010.

Manufacturing added an additional 2,400 jobs in 1992, a gain of 3.8 percent. The electronic and machinery manufacturing employment accounted for 54 percent of the new employment.

Construction employment increased 10.4 percent from 1992 with 25,100 employees. In Ada County, the residential real estate market continued its record pace during 1993. For the first 9 months of 1993, the value of all construction totaled $411 million, up 25% from last year. Year-to-date, the number of residential permits increased 50 percent. The prospect for continued growth remain positive. Ongoing business expansion and a growing number of retirees moving to Boise will help to fuel the demand for housing. Also, in-migration to Boise will continue as technology allows people to conduct business farther away from larger metro areas. Commercial real estate development increased 50 percent from 1992 to a total of 150 million by year-end. The trade and service sector had gains of 4.8 and 5.4 percent respectively. Only the mining industry reported losses during 1992.

Employment in the trade and service sector is projected to increase 3 percent. Only the mining and agriculture employment sectors are projected to decline. The majority of the growth will be in Ada and Canyon counties. Other growth areas include Twin Falls, Coeur d'Alene, and Post Falls.

Idaho agriculture has survived the last drought years and has returned to a more normal production pattern. Farm-gate receipts should be in the $3 billion range with processing contributing an additional $4 billion to the Idaho economy.

The Boise area has one of the strongest retail markets in the United States. Retail sales growth has increased 10 percent over 1992. The Bon Marche reports that Boise continues to be the number one percentage growth market for Bon Marche stores. New retailers,

national and local, continue to enter the markets. For 1994, Boise will continue to be a regional hub with sales growth of 6 to 7 percent.

The tourism industry continues to gain strength in Idaho. A combination of strong demand and increasing rates have pushed hotel sales up 8.5 percent from 1993 levels. Collections for the Boise Auditorium District, a 4 percent tax on hotel and motel rooms in northern Ada county, have increased 13 percent for the first 9 months of 1993 compared with the same period in 1992.

Business, Labor and Industry Data

The critical importance of vocational-technical training to the nation's economy was stressed.

A major employer of technical employees had difficulty recruiting qualified technicians with the right set of skills. This company expected the demand for technicians to increase and the difficulty of finding qualified technicians to continue.

One finding indicated that more formal education was needed for existing employees to augment the on-the-job-training that currently existed. This formal training would focus on skills required to manage projects and assist engineers as well as math and communication skills.

Healthcare Needs Assessment

Keeping Health Occupations Programs current and relevant to the workplace was the first incentive for conducting a statewide needs assessment for needed health care workers (April, 1993). One hundred and forty-three health care providers were interviewed and the top five needed workers were prioritized for need now and in the future. This assessment provided data for strategic statewide planning that is an ongoing process fostered by a Health Occupations Statewide Strategic Planning Task Force. The Task Force met three times to discuss and determine vocational training needs in healthcare.

The first priority for need was the licensed practical nurse (LPN). A survey by the Idaho Board of Nursing (January, 1992) of health care facilities indicated vacancy rates for LPNs throughout the state varied from 0% to 17%.

The report also cited Idaho's aging population, higher in rate of growth than the national average, and the increased demand for services to people with disabilities as two reasons why the need for training in Health Occupations would continue to increase.

Idaho State Council on Vocational Education Public Meeting

Several of the attendees testified to the need for health care workers. A local hospital cited the need for employees in medical records, medical transcription, and secretaries. One speaker stressed the need for mid-level health professionals and the fact that those

people needed strong skills in science. Another speaker indicated the need for health care workers and pointed out the tremendously high turnover rate of approximately 80% for LPN's and similar occupations. One speaker pointed out that salaries for LPN's were about $5.00 per hour and that this created problems. Another speaker pointed out that health care training needs to be provided at the high school level so that workers can start earlier - particularly in the beginning, lower paid jobs.

Postsecondary Vocational-Technical School and Beyond

Eighty-two percent of students continued work in the state, and almost all these continued work in the area of the institution in which they trained. This statistic points out the importance of local labor demand to the types of programs offered. It also indicates the importance of programs that are accessible to the local populace.

Table: Population Density by County and Area

The following table shows Idaho counties and planning area population density. The counties and areas are sorted in descending order of the population as divided by the size of the county/area as expressed in square miles.

The non-shaded counties are those which do not contain a city of 20,000 or greater population. This is not the Census Bureau definition of "Rural", which is any place of fewer than 2,500 residents or one not included in an urbanized area.

One of the biggest challenges facing Vocational Education was the delivery of services and meaningful programs to those residents who live in the rural areas of Idaho. Idaho's rural areas had not enjoyed the benefits of the State's robust economy to the degree the urban areas had. The rural areas were often characterized by a narrow industrial base - many having only a single resource-based industry. These areas were especially vulnerable to economic stresses caused by that often declining industry. Because of the great distances, poor infrastructure, and relatively small tax bases, a large number of Idaho residents were handicapped in their access to training programs.

POPULATION DENSITY BY COUNTY AND AREA

Fiscal Year 1994

Based on Preliminary 1990 Census Data

COUNTY	SQUARE MILES	1994 POPULATION	PROJECTED POPULATION PER SQUARE MILE
ADA	1,052	224835	213.7
CANYON	584	98419	168.5
BANNOCK	1,112	72142	64.9
KOOTENAI	1,240	76260	61.5
MADISON	468	25867	55.3
PAYETTE	405	17956	44.3
NEZ PERCE	845	36880	43.6
BONNEVILLE	1,840	78895	42.9
LATAH	1,077	33453	31.1
TWIN FALLS	1,944	58543	30.1
MINIDOKA	758	21154	27.9
JEROME	601	16540	27.5
GEM	558	12941	23.2
BINGHAM	2,096	41064	19.6
GOODING	728	12711	17.5
BONNER	1,727	29088	16.8
JEFFERSON	1,093	18075	16.5
FRANKLIN	664	10087	15.2
STATE OF IDAHO	**82,413**	**1,100,000**	**13.3**
BENEWAH	784	8672	11.1
TETON	448	3758	8.4
CASSIA	2,560	21341	8.3
LEWIS	478	3842	8.0
ELMORE	3,071	23169	7.5
BOUNDARY	1,268	9104	7.2
BEAR LAKE	990	6648	6.7
FREMONT	1,852	11950	6.5
WASHINGTON	1,454	9342	6.4
SHOSHONE	2,641	15221	5.8
BLAINE	2,635	14807	5.6
POWER	1,403	7742	5.5
CARIBOU	1,763	7608	4.3
CLEARWATER	2,236	9293	4.2
ONEIDA	1,200	3815	3.2
LINCOLN	1,205	3614	3.0
ADAMS	1,362	3555	2.6
BOISE	1,901	3834	2.0
IDAHO	8,497	15060	1.8
VALLEY	3,670	6675	1.8
LEMHI	4,564	7538	1.7
BUTTE	2,236	3188	1.4
OWYHEE	7,643	9169	1.2
CUSTER	4,927	4516	0.9
CAMAS	1,071	794	0.7
CLARK	1,763	833	0.5

Shaded counties have cities of 20,000 or more and are considered "Urban"

PLANNING AREAS	SQUARE MILES	1994 POPULATION	PROJECTED POPULATION PER SQUARE MILE
AREA III	21,700	409896	18.9
AREA I	7,660	138345	18.1
AREA V	9,228	149106	16.2
AREA IV	11,502	149505	13.0
AREA VI	19,191	154620	8.1
AREA II	13,133	98528	7.5

Table: Projected Statewide and Area Population by Age

This table shows the projected counts of Idaho's population by age group and the six planning areas of the state. The largest concentrations of possible users of Vocational Education services were found in Areas III and VI. These data were useful in planning the allocation of resources by planning area.

PROJECTED STATEWIDE AND AREA POPULATION BY AGE
Fiscal Year 1994

Based on 1990 Census Data

AREA	TOTAL	14 TO 15 YEARS	16 TO 21 YEARS	22 TO 54 YEARS	55 YEARS & OLDER	TOTAL 16 & OLDER
IDAHO	1,100,000	36,293	99,366	480,690	217,436	797,491
AREA I	138,345	4,523	10,351	61,572	32,141	104,064
AREA II	98,528	2,590	10,532	44,161	21,971	76,664
AREA III	409,896	12,762	34,828	188,249	78,832	301,909
AREA IV	149,505	5,224	11,457	63,000	32,483	106,940
AREA V	149,106	5,646	13,189	61,273	26,913	101,375
AREA VI	154,620	5,548	19,009	62,434	25,096	106,539

Source: Idaho Department of Employment - Idaho Demographic Profile

Major Industry Group Projections

The following tables reflects employment projections based on the 1980 census and actual employment based on the 1990 census. The employment categories on the two tables were not comparable since the projections used the SIC coding system and the census numbers used its own coding system.

The projection data reflected the number of jobs in any occupation, not the number of people, since no attempt was made to correct for multiple job holders. No differentiation was made between full and part-time workers. The data presented were valid at the statewide level. Because the sample was drawn at a statewide level stratified by Standard Industrial Code (SIC) and size (employment), validity is reduced by any attempt to "fit" the data into regional, age, sex, or race categories. Also, the data reflected conditions which existed in 1987, so did not reflect changes that had occurred since that time.

In order to project occupational employment the following assumptions were made:

1. The Idaho economy and population would continue to grow, reflecting past trends

without major external factors impacting them (i.e. natural disaster, war, energy crisis, etc.)

2. The national staffing patterns, change factors, and separation rates applied to the data were valid for Idaho.

3. No dramatic increase or decrease in any specific industry would occur over the projected time frame.

The following projections table showed the continued shift in industry employment to the Services sector as well as positive growth in all of the other sectors. The Mining industry was one industry in the state which moved contrary to these projections. Over the past few years this industry declined dramatically and it is doubtful it will recover, let alone increase, by the year 2000.

The table based on the census data had significantly higher numbers of workers in some sectors such as agriculture, forestry and fisheries and construction. These differences were due to the way different jobs within the industry were classified.

IDAHO'S LABOR FORCE AND OCCUPATIONAL PROJECTIONS
MAJOR INDUSTRY GROUP PROJECTIONS

INDUSTRY	EMPLOYMENT			
	1987	2000	PERCENT CHANGE	NUMERICAL CHANGE
AG., FORESTRY, & FISH. (SIC 01-08)	10,961	13,021	18.79%	2,060
MINING (SIC 10-14)	2,552	3,908	53.13%	1,356
CONSTRUCTION (SIC 15-17)	13,685	16,384	19.72%	2,699
DURABLE GOODS MANUFAC. (SIC 24, 25, 32-39)	26,834	34,444	28.36%	7,610
NONDURABLE MANUFAC. (SIC 20-23, 26-28, 30, 31)	27,249	30,372	11.46%	3,123
TRANSPORTATION (SIC 40-47)	13,026	16,301	25.14%	3,275
COMMUNICATIONS (SIC 48-49)	7,234	8,058	11.39%	824
WHOLESALE TRADE (SIC 50, 51)	20,656	22,400	8.44%	1,744
RETAIL TRADE (SIC 52-59)	64,239	77,256	20.26%	13,017
FIN., INSUR., & REAL EST. (SIC 60-67)	16,074	19,769	22.99%	3,695
SERVICES (SIC 70-89)	148,884	186,027	24.95%	37,143
GOVERNMENT (SIC 90, 91)	31,752	33,845	6.59%	2,093

Source: Idaho Department of Employment - Occupational Employment Statistics

IDAHO
EMPLOYMENT BY INDUSTRY
1990 Census Data
Universe: Persons 16 years and over

INDUSTRY	EMPLOYMENT
AG., FORESTRY, & FISH. (000-039)	39,790
MINING (040-059)	3,638
CONSTRUCTION (060-099)	28,940
DURABLE GOODS MANUFAC. (230-399)	37,024
NONDURABLE MANUFACT. (100-229)	28,270
TRANSPORTATION (400-439)	17,494
COMMUNICATIONS & UTILITIES (440-499)	9,911
WHOLESALE TRADE (500-579)	21,292
RETAIL TRADE (580-699)	76,669
FIN., INSUR., & REAL EST. (700-720)	22,387
BUS. & REPAIR SERVICES (721-760)	17,516
PERSONAL SERVICES (761-799)	13,301
ENTERT. & REC. SERVICES (800-811)	5,558
HEALTH SERVICES (812-840)	29,598
EDUCATIONAL SERVICES (842-860)	40,768
OTHER PROF. & REL. SRVCS. (841, 861-899)	28,682
PUBLIC ADMINISTRATION (900-939)	22,865

Occupational Projections

The following occupational projections raised several concerns. These concerns applied in general to Idaho as well as the nation, in as much as Idaho's population, labor force, industrial make-up, and economic trends mirrored that of the Nation as a whole. The concerns focused on the relationship of productivity growth to future increases in the nation's standard of living. They also focused on the national and global competitiveness and the need for educational preparation consistent with the type of jobs the economy was generating, particularly for minorities who were a fast-growing segment of the labor force.

Nationally, specific issues identified by the U.S. Department of Labor were:

1. The rate of economic growth will be much slower through 2005 than during the 1970's and mid-1980's when the baby-boom generation entered the workforce. This slowdown is largely driven by demographics. It does not mean that overall job prospects for individuals will be significantly different than during the earlier period, as measured in terms of a balance of the supply and demand for workers. Growth of demand stems in large part from growth of the labor force, which drives demand for consumer goods and services, business investment, government purchases of goods and services, and imports.

2. The demographic picture of the labor force by race and Hispanic origin will change, but not drastically. Although minority groups will grow faster than average, white, non-Hispanics will still account for the vast majority of workers in 2005, as they did in 1990. White, non-Hispanics made up 78.5 percent of the workforce in 1990; their share will decline by 5.5 percentage points over the 1990-2005 period. Growth in the proportion of Hispanics will account for more than half of the change. By 2005, the number of Hispanics in the labor-force will be approaching the number of blacks.

3. Women's share of the labor force will continue to increase as a larger proportion of them look for jobs.

4. The average age of the labor force will increase as the baby-boom generation ages.

5. Industry employment growth will be very concentrated. The services and retail trade industry divisions will account for three-fourths of the growth in employment. Health, education, business services, and eating and drinking places will account for a very large part of the growth.

6. Because most occupations are concentrated by industry, the growth of these industries is a major factor in the growth of occupations. The large health services industry will continue to grow much faster than average. Consequently, health occupations will be among the occupations having rapid growth and providing favorable job prospects at all levels of education.

7. Defense expenditures are expected to decline through most of the 1990-2005 period. This will affect defense-related industries and limit the growth of occupations concentrated in those industries.

8. Exports are projected to increase faster than any other demand category. This will cause the output of many manufacturing industries to rise significantly and thereby limit the decline of employment in this large division. In order for U.S. companies to compete in international markets, technological advances, changes in business practices, and improvements in production methods must all contribute to productivity growth.

9. Workers with the most education and training will have the best opportunities for obtaining high-paying jobs in growing occupations because of the changing workforce and the changing structure of work within occupations. Although the projections indicate that jobs will be available for those without training beyond high school, prospects for high-paying jobs will increasingly be far better for those having postsecondary education and training. An important factor is that the high-paying jobs for workers without education beyond high school in our Nation's manufacturing establishments are declining in number for a combination of reasons, including technological change and changing business practices. Thus, individuals who drop out of school or complete high school without obtaining basic reading and mathematics skills will be at a great disadvantage in the workplace of 2005.

10. Technology will continue to change the structure of employment and how work is done. Computer technology will be used to an increasing extent in a wide variety of functions. As a result, systems analyst and programmer will be among the fastest growing occupations, and more and more workers in other occupations will need to be computer literate. Improved office technology will continue to limit the growth of administrative support occupations, which will be among the slower growing groups of occupations.

11. The manner in which businesses operate is changing so that greater interpersonal skills and greater analytical skills are needed. In order for future workers to have these skills, our educational system must provide more than the basic 3 R's.

Following are two tables which showed the fastest growing occupations (as measured by percentage growth) in both the U.S. and Idaho. Those occupations requiring vocational-technical training at either the secondary or post-secondary level, but less than a college degree were indicated by (V). Of the 20 fastest growing jobs in the nation, 11 require vocational-technical training. It is clear that occupations demanding the most education will grow faster than occupations with the lowest educational requirements.

Fastest Growing Jobs - USA
1990 - 2005

OCCUPATION	EMPLOYMENT 1990	EMPLOYMENT 2005	PERCENT CHANGE
Home Health Aides (v)	287,000	550,000	91.7
Paralegals (v)	90,000	167,000	85.2
Systems analysts and computer scientists	463,000	829,000	78.9
Personal and home care aides (v)	103,000	183,000	76.7
Physical therapists	88,000	155,000	76.0
Medical assistants (v)	165,000	287,000	73.9
Operations research analysts	57,000	100,000	73.2
Human services workers	145,000	249,000	71.2
Radiologic technologists and technicians (v)	149,000	252,000	69.5
Medical secretaries (v)	232,000	390,000	68.3
Physical and corrective therapy assistants and aides (v)	45,000	74,000	64.0
Psychologists	125,000	204,000	63.6
Travel agents (v)	132,000	214,000	62.3
Correction officers	230,000	372,000	61.4
Data processing equipment repairers (v)	84,000	134,000	60.0
Flight attendants	101,000	159,000	58.5
Computer programmers (v)	565,000	882,000	56.1
Occupational therapists	36,000	56,000	55.2
Surgical technologists	38,000	59,000	55.2
Medical records technicians (v)	52,000	80,000	54.3

Idaho Department of Employment

(v) Occupations requiring vocational-technical training, but less than a baccalaureate degree.

Fastest Growing Jobs - Idaho
1990 - 2005

OCCUPATION	EMPLOYMENT 1988	EMPLOYMENT 2000	PERCENT CHANGE
Medical records technicians and technologists (v)	213	401	88.3
Electrical/electronic engineers	1192	2127	78.4
Electrical/electronic technicians (v)	1088	1838	68.9
Paralegal personnel (v)	132	221	67.4
Farm managers (v)	646	1078	66.9
Travel agents (v)	379	627	65.4
Physical therapists	270	445	64.8
Electronics repairers, com. and ind. (v)	267	429	60.7
Occupational therapists	73	115	57.5
Mechanical engineers	891	1385	55.4
Surgical technicians (v)	62	95	53.2
Physical and corrective therapy assistants and aides (v)	141	215	52.5
Metallurgists and related engineers	72	109	51.4
Registered nurses	4792	7156	49.3
Underwriters	121	180	48.8
Computer systems analysts	695	1028	47.9
Respiratory therapists (v)	151	223	47.7
Chemists, except biochemists	278	410	47.5
Operations and systems analysts	93	136	46.2
Industrial engineers, exc. safety	205	298	45.4
Dental hygienists	432	627	45.1
Medical assistants (v)	335	485	44.8

Idaho Department of Employment

(v) Occupations requiring vocational-technical training, but less than a baccalaureate degree.

While it was important to track the fastest growing occupations because they served to indicate how the labor force requirements were changing (jobs for technicians in health and industry were growing the fastest), those occupations which had the greatest growth in sheer numbers were also critical to the vocational training market. The following jobs represented the best opportunities for the greatest number of jobseekers. The first table represented figures for the country and the second reflected figures for Idaho.

Occupations with the Largest Job Growth - USA
1990 - 2005

	EMPLOYMENT		NUMERICAL
OCCUPATION	1990	2005	CHANGE
Salespersons, retail (v)	3,619,000	4,506,000	887,000
Registered nurses	1,727,000	2,494,000	767,000
Cashiers	2,633,000	3,318,000	685,000
General office clerks (v)	2,737,000	3,407,000	670,000
Truckdrivers, light and heavy	2,362,000	2,979,000	617,000
General managers and top executives	3,086,000	3,684,000	598,000
Janitors & cleaners, including maids & Housekeeping cleaners	3,007,000	3,562,000	555,000
Nursing aides & orderlies (v)	1,274,000	1,826,000	552,000
Food counter, fountain, and Related workers	1,607,000	2,158,000	550,000
Waiters and waitresses	1,747,000	2,196,000	449,000
Teachers, secondary school	1,280,000	1,717,000	437,000
Receptionists and information clerks (v)	900,000	1,322,000	422,000
Systems analysts and computer scientists	463,000	829,000	366,000
Food preparation workers	1,156,000	1,521,000	365,000
Child care workers	725,000	1,078,000	353,000
Gardeners and groundskeepers, except farm	874,000	1,222,000	348,000
Accountants and auditors	985,000	1,325,000	340,000
Computer programmers (v)	565,000	882,000	317,000
Teachers, elementary	1,362,000	1,675,000	313,000
Guards	883,000	1,181,000	298,000

(v) Occupations requiring vocational-technical training, but less than a baccalaureate degree.

Occupations with the Largest Job Growth - Idaho
1988 - 2000

OCCUPATION	EMPLOYMENT 1988	EMPLOYMENT 2000	NUMERICAL CHANGE
Salespersons, retail (v)	13,603	17,229	3,626
Truck drivers (v)	11,908	15,031	3,123
Registered nurses	4,595	7,156	2,561
General managers and top executives	11,032	13,382	2,350
Cashiers	8,617	10,702	2,085
Waiters and waitresses	6,727	8,520	1,793
General secretaries (v)	8,333	10,109	1,776
Gardeners and groundskeepers (v)	3,839	5,438	1,599
Janitors and cleaners	5,612	7,194	1,582
Teachers, elementary	5,203	6,680	1,477
Teachers, secondary	4,687	6,146	1,459
Child care workers (v)	5,308	6,623	1,315
General office clerks (v)	7,083	8,239	1,156
Accountants and auditors	3,380	4,523	1,143
Electrical and electronic engineers	1,114	2,127	1,013
Maintenance repairers (v)	3,884	4,823	939
Food preparation workers (v)	3,686	4,583	897
Nursing aides and orderlies (v)	3,697	4,586	889
Electrical/electronic technicians (v)	1,026	1,838	812
All other assemblers	2,890	3,644	754

Idaho Department of Employment

(v) Occupations requiring vocational-technical training, but less than a baccalaureate degree.

D. Basic and higher order workplace competencies employers will need

Business, Labor and Industry Data

One source cited the skills listed in the SCANS report as being critical to employees entering their industry. Included were: 1) basic skills of reading, writing, mathematics, listening and speaking; 2) thinking skills of creative thinking, decision making, problem solving, organizing symbols and other information, knowing how to learn, and reasoning; and 3) personal qualities of responsibility, self-esteem, sociability, self-management and integrity. The five competency areas were also cited: 1) identifies, organizes, plans and allocates resources; 2) works with others; 3) acquires and uses information; 4) understands complex interrelationships; and 5) works with a variety of technologies.

Skills cited by employers in the service industries were: (1) ability to locate, understand, and interpret information; (2) ability to communicate thoughts, ideas, information, and messages in writing; (3) ability to perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques; (4) ability to organize ideas and communicate by responding to verbal messages; (5) ability to generate new ideas; (6) ability to recognize problems and devise and implement plans of action; (7) ability to use efficient learning techniques to acquire and apply new knowledge and skills; (8) belief in their self-worth and ability to maintain a positive view of self; (9) ability to demonstrate understanding, friendliness, adaptability, empathy and politeness in group settings; (10) ability to choose ethical courses of action; (11) ability to select goal-relevant activities, rank them, allocate time, and prepare and follow schedules; (12) ability to acquire, store, allocate, and use materials or space efficiently; (13) ability to contribute to a group effort; (14) ability to work to satisfy customers' expectations; (15) ability to work well with men and women from diverse backgrounds; (16) ability to use computers to process information; (17) ability to know how relationships of people, systems, and departments interrelate and operate effectively with them.

One company implemented a system of tests for 4 levels of plant employees. The tested areas were: math; reading comprehension using plant specific data; word knowledge using words common to the industry comparisons; statistics; and technical knowledge. The first three areas were tested for all job classifications. Comparisons were only tested for Class 1 and 2 jobs, statistics were only evaluated for top production jobs and TQM positions, and technical tests were limited to maintenance positions. The results since September of 1993 are: Class 1: 26 passed of 34 tested (76%); Class 2: 104 passed of 183 tested (57%); Class 3: 4 passed of 11 tested (36%); and Garage Mechanic: 5 passed of 12 tested (42%). The overall percentage who passed was 58%. The company has since begun an educational program to improve communication and computational skills.

Another company did extensive analysis of the skills required by employees working primarily in production. Skills areas evaluated were: math; reading; writing; verbal communication; problem solving; 10 key operation; calculator operation; computer skills; and mechanics. Two specific job classifications analyzed required basic levels of math,

reading, writing, problem solving, verbal communication, computer, calculator and mechanics. The employees also needed to be able to affiliate with diverse groups, self-motivated, team focused, be reliable, adaptable to change, detail oriented and work well under production demands. This company also evaluated skills needed of all entry level workers. They were: basic reading, writing and math; keyboard skills; and hands-on machine/equipment experience. Work attributes needed at all levels were: 1) ability to pay close attention to detail; 2) ability to work under pressure; 3) flexibility - ability to work in an environment of "creative chaos"; 4) willingness to talk to supervisors about what is needed to improve the process. need to be actively involved - not passive participants; 5) ability to problem solve and think creatively; 6) takes pride in workmanship - need workers who get pleasure from doing the job right the first time; 7) willingness to take responsibility - will refuse to send defective product along in the hope someone else will catch the problem; 8) willing to work hard - need people who understand that every minute of their time is important to keep the company alive and competitive; 9) has understanding that education is on-going; 10) in short - need employees to be in the habit of operating at their best when they arrive at our front door.

Another company that did an analysis of the skills required by technician level employees found that the types of skills needed were changing. Technicians needed to be able to do more troubleshooting and organizing of processes. They also needed to be able to document those processes so that operators could do the maintenance. With the operators being able to do the maintenance, technicians would have more time to be able to serve as a resource to the engineers - organizing and analyzing data, conducting experiments and presenting the results. Good written and oral communication skills are therefore needed. The analysis concluded that the automation of the manufacturing lines changed the need for pure mechanical and electrical technicians to ones with electromechanical skills and considerable software knowledge.

One employer specified skills needed by four levels of technicians: (1) very traditional electronics background - DC, AC transistors, digital, but no microprocessors; (2) skills in #1 plus filters, power supplies and microprocessor basics, specifically how interrupt is used during the microprocessor power-up. Often uses circuit as analysis tool to evaluate overall candidate qualifications, evaluating ability to describe the integration of various components and circuits. The value of an individual project completed by the interviewee with documentation is very important; (3) extensive understanding of skills in #1 including filters, resonance, FET's some thyristors, drawing transistor circuit with values and walk-through analysis, integration of various components and circuits, op-amps with gain, and microprocessors. Also indicated the value of an individual project completion by interviewee, and the ability to describe design process and system operation; (4) must include microprocessors and machine language program with strong emphasis on operational amplifiers.

Equipment that the employer expected the interviewee to be able to use included: DMM, oscilloscope (most important). Function generator and logic probe/pulsar were important to some but not all. Logic analyzer background was helpful.

Future skills anticipated by the employer were experiences with DOS and microcomputer file structure. Familiarity with a UNIX-based workstation was also said to be valuable.

Another employer cited the following as areas in which a technician needed skills: AC/DC theory including resistors (voltage dividers, filters), capacitors (reactance), diodes, including Zeener diodes, and series/parallel circuits; transistor theory including biasing, current relationships, and switching; operational amplifiers including gains, biasing, configurations (i.e. integrator, comparator, filter), and summing amps; digital including logic gates, timing diagrams, combinational logic, tracing signal through, flip-flops (i.e. J-k,D), counters and shift registers, and multiplexers; micro-processors including buffers, lines (i.e. data, control), block diagram, basic registers, and explanation of how a microprocessor works; behavioral skills including commitment to task, assertiveness, coping, tolerance, decisiveness, and team building.

One employer cited the following as qualities of a good technician: assertiveness, initiative, enthusiasm, strong electronics basics, good analytical skills, trust, dedication/loyalty, ability to cope under pressure, initiative to learn more, ability to work with people, strong microprocessor skills.

One company cited the need for the addition or expansion of the following vocational classes: retail marketing strategies; middle management; soil science; computer basics; reading/writing literacy; and courses preparing people to pass the Crop Consultant Advisor test. Classes currently being used by the company included: electrical; instrumentation; machinist; diesel mechanic; welding; and computer basics.

Another company involved in retail sales stated that employees needed to be able to: fill out employment applications and W-2 forms; understand the particular related technical field; read and comprehend information; understand and be able to use the metric system; use computers; perform basic math skills including measurement; communicate effectively; and exhibit a good attitude and good work skills;

Learning Outcome Priorities Survey Results

Employers rated the learning outcome "workers" (19.6% rated #1) as the highest priority. The definition of workers was students who finish what they start, who are willing to put in the time and energy to see that something is done right. The rest of the outcomes were ranked as follows: communicators (17.6%), risk takers (14.8%); rule followers (13.6%); consumer (10.6%); masters of core (8.6%); well-rounded (8.5%); and employees (6.9%).

Idaho State Council on Vocational Education Public Meeting

Several people testified to the need for improved technology education. They pointed out that software needs to be current and teachers need to be up-to-date.

Major Findings
Related to the Capability of Vocational Programs to Provide Students With Adequate Training

A. Integration of academic and vocational education

1. There was a need for expansion of the curriculum in both technical and the basic skills (math, science and communications).

2. There was a need to expand the career guidance of students, especially to facilitate student transition to post-high school employment and specific job training.

3. Integration of academic and vocational education occurred in limited ways - few of which involved true working partnerships among academic and vocational teachers. Applied subjects were expanded, but were taught as stand alone courses. These applied courses needed to be integrated.

4. Students in vocational sequences did not possess the same level of academic skills as the general population of students. They did, however, do as well or better on an authentic assessment of writing skills.

5. Students who received their education in Idaho appeared to do better on academic tests than students who moved into the state.

B. Sequential courses of study leading to both academic and vocational competencies

1. Courses needed to be developed in a sequential manner which integrated skills into vocational courses. There were attempts made to integrate and sequence the technical content, but there was little evidence to show that the academic skills were similarly sequenced.

2. The use of the Career Information System (CIS) and the number of vocationally certified counselors increased significantly over 2 years.

3. New curriculum guides took into account the integration of academic and vocational skills.

C. Increased student work skill attainment and job placement

1. Competency profiles were beneficial measurement tools for determining

student success.

2. Approximately 60% of the secondary schools met the standard dealing with competency attainment and the standard related to obtaining a job in related employment or pursuing additional education.

3. Vocational programs were doing well in placing students.

D. Increased linkages between secondary and postsecondary educational institutions

1. Articulation agreements and curriculum alignment were developed in all regions of the state. Consistent State Board guidelines were developed.

2. Tech Prep activity focused on laying the groundwork, building capacity and establishing secondary/postsecondary linkages. Two tech prep programs were approved to meet State Board guidelines during this period.

3. Curriculum development in the State of Idaho focused on the total sequence of skills needed involving both secondary and postsecondary levels.

E. Instruction and experience in all aspects of the industry the students are preparing to enter

1. The statewide technical committee process identified a broad range of skills necessary for successful employment.

2. Participation in student organizations had grown, but the participation rate had dropped slightly from 18.5 to 17.4 percent.

3. There was a need for the curriculum to support and reinforce employability skills.

4. Additional business and industry input was recommended.

5. State did not clearly define teaching "all aspects of the industry."

F. The ability of the eligible recipients to meet the needs of special populations with respect to vocational education

1. Minority enrollment in secondary programs had expanded significantly over the two years of the Perkins legislation. Secondary Hispanic and Native American enrollments increased 28% and 57% respectively over the past

two years. Almost all of the specific program areas increased absolute number of minorities and increased the percentage of minorities as a function of the total number of students in the programs. Enrollment at the postsecondary level increased 65% for Hispanics and 24% for Native American.

2. Hispanic dropout rates were higher, but schools with high numbers of Hispanics were able to reduce the dropout rate significantly with appropriate intervention.

3. Data indicated that few direct barriers were keeping students from existing programs. Subtle barriers still existed such as the availability of supplementary services and the lack of representatives from special populations on local evaluation teams.

4. Few supplementary services were being provided at the secondary level.

5. The number of bilingual/bicultural vocational teachers had not increased.

6. There was a need for additional pre- and inservice training to vocational teachers regarding the educational needs of ethnic minorities and other members of special populations.

7. Individual Educational Plans (IEPs) for students with disabilities often did not identify the specific occupational objectives and vocational goals of those students. Vocational teachers were informed of IEP information in a variety of ways.

8. Eighty two point three percent (82.3%) of schools reported that they provided 100% of the students & parents with information about the opportunities available through vocational education.

9. Fifty three point five percent (53.5%) of the school districts indicated 100% of their students had career/educational plans by the end of 1993.

10. Active recruitment of nontraditional and minority students was a frequent recommendation resulting from evaluations and technical visits.

11. A small follow-up study of non-traditional students based on gender showed that the majority were working full-time in jobs related to their training. Satisfaction with the training was high.

12. Transition programs were using least restrictive environments, but lacked tracking mechanisms for students.

13. The comprehensive guidance portfolios were being used in most of the

districts that were reviewed.

14. Few school districts conducted the previous year's local evaluation focusing on special populations.

15. OCR reviews showed few non-compliance problems. The primary recommendations made during the seven on-site reviews involved the need for an "equal opportunity" disclaimer on publications and the development of non-discrimination policies.

16. The vocational education system in general served students with disabilities well. Most were served in mainstream programs.

17. "Youth at risk" rather than "disadvantaged" was a prevalent program descriptor.

18. Single parents and homemakers were served through Centers for New Directions at the six postsecondary schools using assessments, career and education counseling and program instruction. Approximately 2150 (62%) clients found jobs or further schooling through these centers.

19. Equity grants had been made covering a wide variety of activities to assist non-traditional students to succeed.

20. Correctional students were served by coordinating JTPA, Carl Perkins, ABE and Chapter One activities.

21. Over 11,700 special population students were mainstreamed in secondary vocational programs in FY93.

22. Most IIC projects served special population students indirectly through guidance, recruitment, integration, articulation and enhancement of mainstream programs.

23. JTPA and vocational education entities usually worked well together as partners.

24. Cooperative agreements had been developed between/among several agencies.

25. Most secondary programs had reasonable gender balance with the exception of Trade and Industrial Programs. (Industrial Technology was not balanced either, but since the enrollments were only recorded for those schools receiving a grant for that particular year, no general conclusions could be drawn.) Postsecondary enrollments were balanced in agriculture and marketing, but not in the other divisions.

G. Raising the quality of vocational education programs in schools with high concentrations of poor and low-achieving students

1. A project in one small, rural school with high numbers of economically disadvantaged students demonstrated the effectiveness of interagency cooperation and aggressive intervention.

2. Lack of cultural awareness or sensitivity, inadequate guidance and teacher interest, poor childhood education opportunities, the 90 percent attendance rule, the C average in core classes, and school district regulations were cited as factors leading to dropouts or pushouts for minorities.

3. Minimal bilingual staffs and services were cited as a problem.

H. Relevance of programs to the workplace: both present and future

1. The continual updating of vocational-technical curricula with the assistance of technical committees brought workplace relevance to vocational-technical programs.

2. Idaho's system of vocational-technical education delivered a number of vocational programs in every area of the state. This included 321 secondary occupational programs and 125 postsecondary occupational programs.

3. All vocational program areas in the state made major curriculum changes with titles and content updated to meet industry standards.

4. Secondary program enrollments increased over 27% in the past two years. Regular postsecondary enrollment decreased slightly, but short-term enrollment increased by over 35%.

5. The percentage of secondary added-cost funding dropped from 62% to 33% over 11 years while the number of programs increased from 307 to 321 from FY91 to FY93.

6. Traditional Industrial Arts programs were updated to meet the standards for Industrial Technology.

7. The Idaho Vocational Foundation provided funds for 15 instructors over the past two years to upgrade their technical skills and return to industry.

8. Sixty percent of the postsecondary students (in a five-year follow-up study) said their current job was closely related to the one they had planned for while in postsecondary training.

9. The average salary of postsecondary completers two years after graduation was $21,122 (1990). Average increase was $5,404 over two years.

10. Employers were generally satisfied with postsecondary vocational-technical graduates.

11. Supply and demand data suggested a mismatch between some vocational offerings and available occupations.

12. Corrections enrollments dropped reflecting a significant change in programming which included replacing short-term remediation with skill training.

13. Current funding formula split between postsecondary and secondary produced a balanced use of the funds.

I. Ability of vocational curriculum, equipment and instructional materials to meet the demands of the workforce

1. Measures and standards data were collected for secondary and postsecondary programs to be used as base-line data to identify ways to improve vocational education. Many of the schools, however, did not collect all of the measures data.

2. Capacity of the system was inadequate. Eighty five percent (85%) of the districts met the standard of 1 FTE vocational teacher for every 300 students. The overall ratio of students to teachers was 221:1. However, the largest districts representing 33% of the students did not meet the 300:1 FTE standard.

3. Increased numbers of high school students put pressure on the postsecondary system to develop additional capacity as well as offer programs at non-traditional times to provide opportunities for more students.

4. There was a need for better equipment, better technology and better teacher education training.

5. Technology had advanced beyond the ability of existing skill training programs to equip labs and to keep pace with industry.

6. There was more need for work-based experience to provide quality skill training.

7. Vocational teachers were not significantly involved in the budgeting and planning processes.

8. A majority of programs reviewed showed: 1) Facilities and equipment needed improvement in cleanliness and safety; 2) Equipment was not systematically up-dated, maintained and inventoried, 3) Adequate storage space was not available.

9. A need existed in up to 20% of the programs for appropriate personal protective equipment for students.

10. Improvements were needed in leadership development.

11. More business and industry input was needed in curriculum decisions.

12. Professional development was a critical component in improving vocational-technical education.

13. Additional tools, laboratory supplies, equipment and facilities were needed to adequately support the curriculum.

14. The Vocational-Technical Education Foundation received and placed over $190,000.00 in donated equipment and furniture during the past two years.

15. Participants in Idaho postsecondary vocational-technical institutions were very satisfied with their choices of schools and programs.

16. A positive climate had been maintained for postsecondary training for adults through short-term classes, convenient times and locations, apprenticeship-related instruction and self employment/small business management offerings.

Capability of Vocational Programs to Provide Students With Adequate Training

A. Integration of academic and vocational education

Technical Committee Data

Health Occupations curricula clearly identify the academic and vocational competencies students need to develop. The sciences of anatomy and physiology, pathology relating to wellness/illness and disease and microbiology underlying infection control/universal precautions are integral to the applied procedures in all occupational careers. Students learn, practice and then apply these procedures in the workplace. Communications and math, plus technology are identified in each curriculum where they appropriately apply.

Idaho became a member of the V-TECS group to address three items relating to curriculum development; integration of academic skills, competency testing, and to enhance the existing development system. Idaho had always included academic competencies in the tasks to be completed by students and had always included industry personnel in the development of the task lists. V-TECS materials were developed in a manner which was totally compatible with Idaho's process and the list of occupations far exceeded those currently available to Idaho programs.

The membership in V-TECS was also designed to fill the gap of developing test items by providing approximately 30 test item banks for existing programs. V-TECS also provided instructional support in the form of lesson planning and resource identification. The newest component of V-TECS materials was the Related Academic Skills (RAS) lists which had been developed for many of the program titles. The RAS was designed to allow Idaho schools to establish integration patterns for academic skills.

Idaho hoped to correlate the Applied Academic series from AIT and CORD with the lists provided in the V-TECS materials when new curriculum was developed and hoped to retrofit existing guides, where possible. This area was planned to assist in the development of more relevant instructional sequences for Tech Prep initiatives in the state.

Evaluations and Technical Visits

Visitation reports from vocational supervisors indicated three student service needs: 1) expand the career guidance of students; 2) expand counseling of students in the transition to post-high school employment and specific job training; and 3) provide more applied academic choices.

Five and ten year evaluations highlighted two student guidance needs. One, over one-half of the evaluations showed a need to extend the career guidance of students to help them focus early on broad career goals with appropriate course selection. Second, local educators believed that students would benefit from more career information if

purposefully used. In about one-fourth of the 10 year and 5 year evaluations, current career and postsecondary training information were not being sufficiently provided.

The 17 school evaluations analyzed for this report indicated that slow progress, with a few exceptions, had been made in truly integrating academic and vocational education. A few commendations cited the cooperation among teachers and school departments in the teaching of employability skills. Recommendations were noted in three general areas which directly involve integration. Half of 17 schools evaluated received vocational recommendations to offer classes that meet a sequence of courses for the program areas including integration of academic and occupational skills. Second, fifteen recommendations noted some programs lacked state-approved competency-based curriculum for the program area. Third, although there were some positive expansion activities regarding reinforcement of basic skills, there were as many recommendations that greater emphasis be placed on providing curriculum that reinforces basic skills and employability skills.

From the 102 technical visits recorded by state program supervisors, 526 recommendations were written and these reflected the school evaluations mentioned above to a great degree. There were 244 recommendations regarding program of study improvement with four major areas of recommendations resulting from technical visitations. One, over half of the recommendations for program improvement involved strengthen or creating student youth organizations and advisory committees. Second, one-fourth of the recommendations indicated the need for more instruction to be provided in order to support ongoing curriculum. It was suggested that support should include audio visual, reference materials, tools, and laboratory supplies. Third, one-fourth of the recommendations indicated the need for curriculum support of basic skills and employability skills. Fourth, about one-eighth of the comments on visitations forms indicated class schedules and educational requirements limited the students ability to take a vocational class, and this is further compounded when students want to take a sequence of vocational classes.

Tech Prep Regional Reports

The first two years for Tech Prep activities in Idaho were targeted for the development of Tech Prep programs. The development process focused primarily on two activities. These were the integration of academic and vocational education and creating linkages between secondary and postsecondary institutions.

Inservice training was provided to certify teachers in applied math, English, Principles of Technology, and Applied Biology and Chemistry. Training was offered in all six vocational regions in Idaho. These training sessions included both vocational and academic teachers. Over 1100 educators and business people have been exposed to training in integration over the past two years in Idaho. As an outcome of these implementation activities one or more of the applied courses are being offered in approximately 85% of the schools in Idaho.

Measures and Standards - Secondary

Five measures addressed the improvement and attainment of academic skills. Academic performance was only an indirect measure of the extent of integration of academic and vocational education and was based on the presumption that integration will improve academic skills. Since improvement of those skills, however, is the goal of integration, the performance of students on academic skills was deemed as an important indicator. Another problem with interpreting the results of these measures was that four of them were based on 11th grade data. This excluded a number of students participating in 11th and 12th grade vocational education and also allowed for less time for vocational education to have an impact on the students.

The first academic measure focused on 12th grade students and compared the number of vocational completers who received a "C" average in 14 core academic courses to the percentage of all the students in the same school who received a "C" average. Of those schools reporting, 76.4% met this standard.

The next four academic measures were applied to students who had completed three or more semesters of a vocational program sequence by the second semester of their junior year.

The Direct Writing Assessment was the first of these measures. It used a scoring rubric from 1 to 5. Three was considered to be the minimum for a competent writer and was the standard set for this measure. Of the schools reporting, 51.4% met this standard. It should be noted, however, that the standards for the direct writing assessment given in February of 1993 were raised over the previous years. A sample that would have scored a "three" the year before, only scored a "two" in 1993. The statewide average score was 2.90. The average of the scores reported by the schools for the vocational students was 2.91. (Note: This is an average of the average scores submitted by the schools and does not therefore reflect an average of all the vocational students.)

The next measure compared the average vocational students' standardized scores on the Tests of Achievement and Proficiency (TAP) with the average score for all students. The standard was that the vocational student average would be equal to or greater than the average for all students. Of the schools that reported these data, only 32.3% met this standard. The difference between the scores, however, was not very great. The average basic composite score for the vocational students was 187.4. The average basic composite score for all the 11th grade students was 191.2. This points out, however, that students in vocational sequences did not possess the level of academic skills possessed by the general population of students.

Gain scores were evaluated in the next two measures to determine how much students had improved from 8th to 11th grades. The standard for the Direct Writing Assessment was that the students' average score would increase from 1990 to 1993. Of the schools reporting, 39.6 percent met this standard. Because of the change in the rubric, however, this percentage is significant. The average of the schools' 11th grade scores for the

vocational students was 2.90 compared to an average 8th grade score of 2.92. Furthermore, the statewide average for all students went down from 3.06 in 1990 to 2.90 in 1993. This seems to indicate that the vocational students did as well or better than the students as a whole.

The second gain measure compared the 8th grade Iowa Test of Basic Skills (ITBS) with the 11th grade Tests of Achievement and Proficiency (TAP). The standard stated that the average TAP test score would be 21 points higher than the average ITBS score. Of the schools reporting, 64.4% met this standard. When taken as a whole, the increase between the average ITBS score for vocational students (167.5) and the TAP test (189.2) was 21.7.

It should be noted that the average TAP test score for all the 3-semester vocational completers was slightly lower (187.4) than the average score for those 3-semester completers for which an 8th grade match could be found (189.2). Since the match was only effective for in-state students, those students who received their education in Idaho did better than those students who moved in from out-of-state.

Percentile rankings for vocational students and for all students in specific subject areas were (all student average rankings are in parentheses(): 1) using sources of information - 56 (61); 2) reading comprehension - 55 (61); 3) math - 50 (55); 4) written expression - 50 (57); and science - 62 (67). Vocational students ranked in the 54th percentile using the basic composite score. The percentile ranking for all students on the basic composite score was 59.

Measures and Standards - Postsecondary

Three measures addressed academic performance. The first and second measures were the number of programs in which 75% of the students had a 2.0 GPA in the required academic courses and the number of programs in which 75% of the students completed the required academic courses. None of the schools met either standard of 100% of programs meeting the standard. The percentages ranged from 58% of the programs to 93.8% with four out of six institutions on the first measure and three out of six on the second measure above 90%. The third measure dealt with pre and post-test scores on either the ASSET or CPT exams. Only three of the institutions submitted data for this measure. Difference scores were calculated for the subtests of writing, reading and numerical skills. The standard was that the posttest score would be one quarter (¼) of a standard deviation higher than the pretest score. None of the institutions met the standard for all three subtests. One institution met the standard on writing, one met the standard on numerical skills and two met the standard on reading.

Idaho CPT Assessment

Two studies were conducted simultaneously during the 1992-93 school year to help the State of Idaho ascertain information regarding the Computerized Placement Test (CPT). The CPT's is an assessment program based on computer adaptive testing techniques.

The first study, an attempt to correlate scores from the ASSET test with the CPT, was somewhat successful. Correlation coefficients ranged from .76 to .88[1]. While these are lower than correlations to other tests (SAT, ACT) similar in nature, it is safe to assume that the CPT and the ASSET have enough of a relationship to develop a conversion scale. This scale will allow students who have taken the ASSET at one institution to transfer that information to another institution that uses the CPT.

The second study, an attempt to analyze test scores, based on the pre-post testing of the student, proved less successful. Although it appeared that the standard set for the statewide measures and standards was met (1/4 gain in the standard deviation from pretest to post-test) it was unclear as to which majors, if any, were performing better. Further research is being conducted in this area.

Some interesting by-products were noticed during the process of conducting the first two studies. Background questions on the CPT were analyzed. Most students had studied English and math for at least two years in high school (85%) while significantly fewer students had taken high school algebra (47%). This seems to indicate a lack of necessary entry skills for most students accepted in the various programs. Another interesting by-product was looking at the means of Idaho's students when compared to means of other institutions administering the CPT's. While Idaho's means, in general, were lower, they were not significantly lower. This appears to be in line with Idaho students applying for admission to purely academic institutions.

Perkins On-Site Reviews

The majority of sites visited were not integrating academic and vocational subjects according to the following criteria: (a) team teaching and shared planning time; and (b) courses that were sequentially arranged to include appropriate academic and vocational courses. Several schools were doing an excellent job.

Certification Data

One integration effort involved vocational teachers modifying vocational curricula an becoming certified in order to make certain vocational courses eligible to meet graduation and college entrance requirements. At the time of this assessment, 33 vocational teachers held English certification and 21 held science certification. In almost all of these cases, the science certifications were held by agriculture teachers and the English certifications by Business teachers.

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[1]Correlation Coefficients

CPT Reading to ASSET Reading	.76
CPT Sentence Skills to ASSET Language Usage	.88
CPT Arithmetic to ASSET Math	.82

B. Sequential course of study leading to both academic and vocational competencies

(Note: Also refer to section A, Integration of academic and vocational education for data pertinent to this section.)

Technical Committee Data

Sequential courses of study leading to academic and vocational competencies are delineated in Orientation to Health Occupations Year One (11th grade), a program of two semesters that emphasizes foundation building for all occupations. Year II (12th grade) of Health Occupations is composed of more specific courses of study leading to multiple career pathways. Competencies reflect the application of academic and vocational skills in nursing, physical therapy, occupational therapy, dental assisting, and medical/clerical fields. Year Two will be expanded to provide more options and flexibility for students.

Evaluations and Technical Visits

About one half of the schools assessed in the five-year and ten-year evaluations had recommendations to meet sequence of courses for a program area including integration of academic and occupational skills. Fourteen of the 102 technical visits to vocational programs indicated a need to establish a sequence of courses including academic and vocational integration.

Division Statistics: Enrollment, Special Populations, Program and Follow-up

A key element in making sure students had a proper sequence of courses was the guidance provided to those students. One element of this guidance was the use of the state's Career Information System. This system expanded significantly over two years from 120 secondary sites in FY91 to 186 secondary sites in FY93.

Another significant development was the increase in the number of counselors who became vocationally certified over the past two years. The number increased from three vocationally certified counselors to 55.

Comprehensive Guidance Model Assessment

The State of Idaho has developed model guides (K-12 and adult) for comprehensive guidance and counseling programs patterned after the NOICC National Career Development Guidelines. Both documents have been adopted by the State Board of Education as the official guides for Idaho. A 5-year plan was developed in 1989 (The Idaho Comprehensive Guidance Project) designed to assist Idaho school districts in designing and implementing their local programs. Forty eight of Idaho's 113 school districts (42%) have participated in this project. In 1992 a counselor team consisting of 12 junior and senior high school counselors developed a kit consisting of activities designed to be used with the K-12 Idaho

model guide. This kit (Idaho Comprehensive Guidance Kit) is currently being used in the majority of Idaho schools.

Current efforts are underway to develop and field test an 8th grade curriculum for Idaho at six junior high school sites. This curriculum, 2001: A Career Odyssey, "a curriculum to discover your future in the 21st century", will be delivered to students in three modules through the Language Arts Department. The product of the curriculum will be the development of an initial career plan for every student.

Foundational to the above curriculum is a biographical student assessment initially developed in 1947 by Dr. Bernard Haldane. This assessment, which is currently known as The Dependable Strengths articulation process, requires students to first recall their enjoyable life achievements and then write about them in detail. Student peers assist individuals to uncover their dependable strengths patterns.

The long term vision calls for all Idaho schools to be equipped to deliver the 2001: A Career Odyssey curriculum at the 8th grade level. Additional curriculum modules will be developed to update this process at the 10th grade level in preparation for a more specific job training plan relevant to the students' career major.

Postsecondary Vocational-Technical School and Beyond

Eighty percent of participants completed the prescribed course of study resulting in certificates or AAS degrees.

Curriculum Assessment

As a result of the curriculum assessment, it was determined that the new curriculum guides developed under the process of a technical committee and a curriculum development committee included the integration of academic and vocational skills. Curriculum developed prior to the technical committee process had some references to academic skills, but these skills were predominately isolated or taught in separate course arrangements. The following list of programs have academic skills identified within the learning categories for the occupational fields:

a. Autobody Technician
b. Auto Mechanics
c. Welding Technology
d. Graphics Arts/Printing Technology
e. Machining Technology
f. Agriculture Science & Technology Curriculum
g. Office Systems Supervisor (Business Education Secretarial)
h. Drafting Technology
i. Industrial Maintenance Technology
j. Marketing and Business Education Combined Curriculum - Referred to as Business Technology

k. Adult and Teen Living
l. Industrial Technology Service

Applied academic courses of mathematics, communications, principles of technology, chemistry and biology have also been developed to provide the basis for sequential instruction of academic competencies. At this time however, no formalized sequence of instruction using these curricula has been put into effect for Idaho vocational programs. Sample sequences were developed and distributed upon request.

C. Increased student work skill attainment and job placement

Measures and Standards - Secondary

Occupational skill attainment was measured through student competency profiles rated by the vocational teachers. Schools had the option to use competency exams, but none chose that option. The standard was that a minimum of 90% of the students would meet 80% of the approved competencies. The competencies were identified by business and industry through a statewide technical committee process. The schools also had the option of modifying the list of competencies upon recommendation by the local advisory committee.

Of the schools that reported data for this measure, 63.5% met the standard. An additional 17.6% reported between 80 and 90% of the students meeting 80% of the competencies.

Placement data were collected on completers who had graduated the previous year (May, 1992). Two separate standards were applied: 1) positive termination rate (which includes any outcome other than not in the labor force or unemployed) will be 90% or greater; and 2) percentage of student obtaining a job related to training or pursuing additional education will be 75% or greater.

Of the schools that reported positive termination rate, 75.5% met the standard. An additional 17.9% had a positive termination rate of between 80 and 90%. Fifty eight point five (58.5) percent met the standard for obtaining a job related to training or pursuing additional education. An additional 23.6% fell between 65 and 75%.

Measures and Standards - Postsecondary

Occupational skills were measured at the postsecondary level through completion rates, grade point average (GPA), and placement rates. Two of the six institutions (33%) met the standard of 75% completion rate across all vocational programs. All of the institutions reported that 70% of the students or greater had a 2.5 GPA across all the programs. Fifty percent of the institutions met the standards of a 90% positive termination[2] and 75%

[2]Positive termination rate includes placement in any employment, further education or military.

placement in a training-related job, further education or the military.

Completion rate was the measure used for short-term training programs. All of the institutions met the standard of 85%.

Follow-Up Statistics

The Division collects annual data on what happens to vocational students after they complete secondary and postsecondary vocational programs. These data show what happens within the first year and are supplemented with five-year follow-up studies. These data indicated that current vocational programs were doing well in placing students. Positive placement for secondary vocational completers was 93%. Positive placement for postsecondary vocational completers was 91%. Positive placement included placement in a training or non-training related field, military, or continuing education. Of the postsecondary students, 66% were working in a training related field. The secondary students placed only 19% in a training-related field, but had much higher numbers going for further training (56%). Both had fairly low percentages in non-training related employment (14 and 12 percent).

Additional statistics are presented in the following three tables. The first two tables provide data on secondary students. The first of these divides the follow-up data into program areas. The second combines the program areas, but divides the data into regions. The third table provides data on postsecondary students.

SECONDARY VOCATIONAL TECHNICAL EDUCATION

Condensed 1993 Follow-Up Report
On Students Graduating Spring of 1992
Classified By Division

	AG	Marketing	Occup Home Ec	Health Occ	T & I	Office Occ	Multi-Occ	State Totals
Number of Completers	750	147	199	94	504	1,672	54	3,420
# Completers Responding	722	141	192	93	475	1,558	50	3,231
Number of Seniors	1,469	463	242	107	970	3,998	90	7,339
% of Seniors Completing	51 %	32 %	82 %	88 %	52 %	42 %	60 %	47 %
Placement								
Military Service	6 %	4 %	3 %	0 %	8 %	4 %	2 %	5 %
Employed/Training Related	25 %	30 %	26 %	22 %	22 %	13 %	46 %	19 %
Employed/Non-Trng Related	9 %	1 %	13 %	17 %	22 %	14 %	12 %	14 %
Additional Educ/Vocational	19 %	15 %	16 %	9 %	28 %	12 %	0 %	16 %
Additional Educ/Academic	33 %	48 %	33 %	47 %	15 %	50 %	34 %	40 %
Seeking Employment	2 %	0 %	3 %	0 %	3 %	3 %	2 %	2 %
Not in Labor Force	6 %	2 %	7 %	5 %	3 %	4 %	4 %	4 %
Deceased	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %
Positive Placement *	92 %	98 %	91 %	95 %	95 %	93 %	94 %	93 %

* Positive Placement is calculated by adding the percentage of Completers who are reported as being in full-time Military Service, Employed in a Field Related to Training, Employed in a Field Not Related to Training, and Pursuing Additional Education.

NOTE: Not all percentages within categories will equal the totals due to rounding of numbers.

SECONDARY VOCATIONAL TECHNICAL EDUCATION

Condensed 1993 Follow-Up Report
On Students Graduating Spring of 1992
Classified by Region

	Region 1	Region 2	Region 3	Region 4	Region 5	Region 6	State Totals
Number of Completers	259	263	1,100	767	479	552	3,420
# Completers Responding	247	256	1,044	705	460	519	3,231
Number of Seniors	695	383	2,413	1,197	1,353	1,298	7,339
% of Seniors Completing	37 %	69 %	46 %	64 %	35 %	43 %	47 %
Placement							
Military Service	2 %	8 %	6 %	6 %	5 %	1 %	5 %
Employed/Training Related	21 %	13 %	21 %	20 %	15 %	20 %	19 %
Employed/Non-Trng Related	18 %	9 %	16 %	9 %	16 %	13 %	14 %
Additional Educ/Vocational	13 %	23 %	11 %	18 %	20 %	16 %	16 %
Additional Educ/Academic	38 %	42 %	39 %	40 %	34 %	44 %	40 %
Seeking Employment	2 %	2 %	3 %	2 %	3 %	1 %	2 %
Not in Labor Force	6 %	2 %	3 %	6 %	6 %	5 %	4 %
Deceased	0 %	0 %	0 %	0 %	0 %	0 %	0 %
Positive Placement *	92 %	96 %	94 %	93 %	90 %	94 %	93 %

* Positive Placement is calculated by adding the percentage of Completers who are reported as being in full-time Military Service, Employed in a Field Related to Training, Employed in a Field Not Related to Training, and Pursuing Additional Education.

NOTE: Not all percentages within categories will equal the totals due to rounding of numbers.

State of Idaho
Division of Vocational-Technical Education
Postsecondary Follow-up Summary Report for 1993
On Students Completing Programs during 1991/1992

03/22/93

	Statewide Totals	B S U	C S I	E I T C	I S U	L C S C	N I C
COMPLETERS							
Number	1,852	451	357	243	512	127	162
Responding	92.66%	94.46%	88.52%	97.94%	96.09%	85.83%	83.33%
PLACEMENT							
Military	0.41%	0.23%		0.42%	0.61%		1.48%
Employed/Related	66.43%	70.42%	68.04%	45.38%	70.73%	73.39%	65.93%
Employed/Non-Related	12.41%	8.69%	4.43%	26.89%	12.40%	13.76%	16.30%
Continuing Education	11.95%	8.22%	22.78%	15.55%	9.35%	3.67%	8.15%
Unemployed	6.47%	8.92%	2.85%	10.08%	5.08%	5.50%	6.67%
Not in Labor Force	2.33%	3.52%	1.90%	1.68%	1.83%	3.67%	1.48%
Positive Placement *	91.20%	87.56%	95.25%	88.24%	93.09%	90.83%	91.85%

	AG SCIENCE	MARKETING	HEALTH OCCUP	OFFICE OCCUP	HOME EC OCCUP	TECHNICAL OCCUP	TRADE & INDUSTRIAL
COMPLETERS							
Number	133	76	213	249	51	263	867
Responding	98.50%	90.79%	93.90%	90.76%	84.31%	98.10%	91.00%
PLACEMENT							
Military		1.45%				0.78%	0.51%
Employed/Related	90.84%	55.07%	80.00%	61.06%	69.77%	56.20%	64.64%
Employed/Non-Related	2.29%	20.29%	6.00%	11.95%	6.98%	14.34%	14.83%
Continuing Education	4.58%	13.04%	6.50%	16.81%	6.98%	18.22%	11.28%
Unemployed	1.53%	5.80%	4.00%	6.64%	4.65%	9.30%	7.10%
Not in Labor Force	0.76%	4.35%	3.50%	3.54%	11.63%	1.16%	1.65%
Positive Placement *	97.71%	89.86%	92.50%	89.82%	83.72%	89.53%	91.25%

* Positive Placement is calculated by adding those Completers who are reported as being in full-time Military Service, Employed in a Field Related to Training, Employed in a Field Not Related to Training, and pursuing Additional Education, and dividing by the total number of Completers responding.

D. Increased linkages between secondary and postsecondary educational institutions

Tech Prep Regional Reports

The Tech Prep activities had been focused on building partnerships between secondary and postsecondary institutions. These included the development of six consortiums covering all regions of Idaho. Each secondary school district was invited to join the consortium in their region. These consortiums brought together teachers and administrators from secondary and postsecondary institutions to develop articulation agreements and unduplicated courses of study. Following is a brief description of the regional activities:

Region 1 -- Instructors from North Idaho College and the secondary schools met to develop articulation agreements in the area of business. This developed into an articulation curriculum committee. The committee successfully articulated five secondary business courses with North Idaho College, created an instructor's articulation guide, a student application for articulation, and a certification for students successful articulation. The consortium was working on articulating drafting and industrial technology courses.

Region 2 -- Workshops between secondary and postsecondary teachers were held for the development of vertical integration and articulation agreements. These workshops produced articulation agreements for at least two courses from each of the school districts in the consortium.

Region 3 -- Articulation of curriculum between secondary and postsecondary institutions was initiated by having teachers identify program competencies from the approved curriculum guides. These formed the basis for the development of articulation agreements.

Region 4 -- Articulation meetings were held with secondary teachers and teachers from the College of Southern Idaho. These meetings dealt with the areas of auto mechanics, electronics technology, and home economics. These meetings led to the development of a high school advisor's handbook and preliminary course articulation agreements.

Region 5 -- Instructors from Idaho State University's School of Applied Technology met with secondary instructors. These meetings produced articulation agreements for the area of business education.

Region 6 -- Secondary and postsecondary instructors developed competency lists or adopted established lists in the following occupational areas: Drafting and Design Technology, Business Systems Specialist, Printing/Graphic Arts Technology, Precision Machining Technology, Autobody Technology, and Applied Welding Technology, Licensed Practical Nursing, Pharmacy Technician, Consumer Homemaking, Electronics, and Dental Assisting. These competency listings made up the basis for vertical integration between the secondary schools and the postsecondary institution.

Curriculum assessment

The curriculum assessment indicated that linkages between secondary and postsecondary educational institutions have existed in part for a number of years in Idaho. It was suggested that continued efforts be pursued to increase the secondary and postsecondary linkage in Idaho.

One of the activities currently existing in Idaho is a statewide curriculum development activity that is designed for both secondary and postsecondary instruction. The curriculum focuses on the total sequence of competencies necessary for the occupation and therefore can be used to articulate between secondary and postsecondary. Additional activities include upgrade training of secondary instructors conducted by postsecondary personnel and the sharing of equipment and components in the trades area.

E. Instruction and experience in all aspects of the industry the students are preparing to enter

(Note: Additional data for this factor can be found in Section B, Sequential course of study leading to both academic and vocational competencies.)

Evaluations and Technical Visits

As in the last Assessment of Idaho Vocational Education, the school evaluations and technical visits suggested that more work needed to be done to make sure programs addressed industry needs. Of the 17 school evaluations, 72 recommendations were made to improve and establish business and industry input. Of the 526 technical visitation recommendations, 118 indicated the same need. About one-third of the programs received commendations for their work with the community through the advisory committees. The following recommendations were included in these assessments by order of occurrence:

1. Establish a committee that is active, meeting a minimum of two times per year. Minutes are to be taken and kept on file.
2. Develop an annual budget, including long and short range plans and goals and objectives. Instructor should be involved in this process.
3. Curriculum should support employability skills.
4. Investigate opportunities to expand and/or update the curriculum. Assure that the program meets or exceeds the State Division of Vocational Education guidelines and that texts and resource materials are current and up-to-date.

Several recommendations in both the school evaluations and the technical visitation reports indicated that the curriculum must support and reinforce in a greater way the employability skills of its students; furthermore, providing more work-based experience in programs was mentioned in 10% of the recommendations.

Curriculum assessment

Several activities were directly related to this area, including the background of the technical committee members selected for that activity, and the industry training opportunities for instructors through ICAR and ASEP programs in the automotive field. In addition, postsecondary instructors provided dealership training and all instructors in the trades area were required to have eight (8) years active work experience prior to becoming an instructor in the program. Additionally, postsecondary programs, along with some secondary programs, provided business personnel with upgrade training in new technologies such as word processing, spread sheet and data base instruction. Instructional staff also returned to industry for seminars and workshops on new technology applications in all program areas.

Division Statistics: Enrollment, Special Populations, Program and Follow-up

Key elements in the ability of vocational programs to deliver instruction in all aspects of the industry were the youth organizations. Although the enrollment in youth organizations increased over the past two years, overall enrollment increased at a greater rate. The overall percentage of youth organization enrollment dropped from 18.5% to 17.4% over two years. The following chart details the change in enrollments for the various youth organizations.

Secondary Youth Organization Enrollment
FY91 to FY93

Business / BPA			
	FY 91	FY 92	FY 93
Enrollments	11,481	12,378	13,550
BPA Membership	1,414	1,419	1,445
% of Students	12.32%	11.46%	10.66%

Agriculture / FFA			
	FY 91	FY 92	FY 93
Enrollments	5,938	6,883	6,928
FFA Membership	3,225	3,415	3,673
% of Students	54.31%	49.61%	53.02%

Trade & Industry / VICA			
	FY 91	FY 92	FY 93
Enrollments	4,727	5,190	5,120
VICA Membership	393	404	365
% of Students	8.31%	7.78%	7.13%

Home Economics / FHA			
	FY 91	FY 92	FY 93
Enrollments	14,513	14,473	14,712
FHA Membership	1,400	1,427	1,367
% of Students	9.65%	9.86%	9.29%

Marketing/DECA			
	FY 91	FY 92	FY 93
Enrollments	1,085	1,217	1,273
DECA Membership	539	511	391
% of Students	49.68%	41.99%	30.71%

Total Number of Students / Student Organizations [1]			
	FY 91	FY 92	FY 93
Enrollments	37,744	40,141	41,583
Organization Members	6,971	7,176	7,241
% of Students	18.47%	17.88%	17.41%

[1] The number of Industrial Technology/TSA student organization members for FY93 was 153. Due to the fact that enrollments are not collected on all industrial technology programs, this information was not included in the table.

F. The ability of the eligible recipients to meet the needs of special populations with respect to vocational education

Measures and Standards - Secondary

Providing information about vocational opportunities and providing adequate career planning are key to meeting the needs of special populations. Two measures specifically addressed these two concerns. The first measure focused on the number of districts who provided 100% of the students and parents information about the opportunities available through vocational education. Of the schools that reported, 82.3% met this standard.

The second measure dealt with the number of districts who had career/educational plans for 100% of their students by the end of 9th grade. Fifty three (53.3) percent of the school districts met this standard.

Measures and Standards - Postsecondary

Three measures specifically addressed the progress of special populations in regular AAS/Certificate programs. Four out of six of the institutions met the first standard requiring the percentage of special populations who achieved a 2.0 GPA in required academic courses to be the same as the percentage of students-at-large. Only one of the institutions met the standard for the second measure of special populations having the same completion rate for academic courses as the at-large population of students. Two of the institutions met the third standard of special populations having the same program completion rate.

The short-term measure for special populations was only completed by two institutions. In neither case, did the special population students have the same completion rate as the population in general. One institution had almost the same completion rate, however (96.4% compared to 96.8%).

Evaluations and Technical Visits

Data collected in school evaluations and technical visits indicated few direct barriers keeping students from existing programs. There were about as many commendations as recommendations in regard to nondiscriminatory counseling, curriculum design, classroom procedures, and placement services. On the other hand, the most recommendations that were made in both methods of assessment dealt with actively recruiting non-traditional and minority students.

Women at Work: Following Postsecondary Female Vocational Students in Programs Nontraditional to Their Gender

This study followed a group of women who were enrolled in or a graduate of a vocational-technical program nontraditional to their gender. Nineteen women were currently in

training, fifteen had completed their program, and ten had left the program. Fifteen vocational training programs were identified. Of those who had completed training, the majority were working full-time in jobs closely related to training. Employment status was significant in accounting for satisfaction with training. Training and income were significant factors in job satisfaction; that is, women who were working in high paying jobs similar to their vocational training were significantly more satisfied than those employed in low paying unrelated jobs. Job availability was the most often cited problem although securing employment in their chosen field did not appear to be a problem for most subjects. Gender-related problems were NOT reported. Overall attitude toward equity was one of moderate to high liberalism.

Tech Prep Regional Reports

During the first two years the Tech Prep activities had limited student involvement. Activities were directed at insuring the successful development of quality Tech Prep programs. The needs and accessibility of Tech Prep to special populations and nontraditional, sex equity was an integral part of the planning for Tech Prep Programs. In considering how to establish Tech Prep consortiums, it was decided that equitable participation would be best served if all schools could be a part of a consortium.

Perkins On-Site Reviews

There was little evidence that supplementary services were being provided at the secondary level. Schools often had difficulty in viewing supplementary services in the context of vocational education. They described what they provided in general, but were not specific to vocational education.

Overall, the districts were doing a good job providing services in the least restrictive environment possible. The major concern with the transition programs was that the state did not have a mechanism to track the students. This may have led to an underreporting of effort.

Responses from school districts on providing the required information to 100% of the special population students and their parents ranged from 100% to 0%. In some districts the information was very comprehensive and in others it was marginal. An ongoing project by the Division of Vocational Education and the University of Idaho on providing quality career information should greatly enhance the state's efforts in this area.

The guidance portfolios were being used in most of the districts visited (or they were planning to implement them) The portfolios are very comprehensive. Most of the districts were doing counseling with individuals with disabilities but, the IEP's were very weak in identifying the specific occupational objectives and vocational goals for the students. The transition plans required the identification of a vocational goal, and where these were in place, they were adequate. The information in the IEP's was being provided to the vocational teachers in various ways. Some districts were doing an excellent job and were involving the vocational staff and others just gave the teacher a copy of the IEP.

Most of the school districts had not performed a local evaluation in the previous year. They either did not know that they had to do one, or they just had not done it.

Civil Rights Compliance Annual Report (1992)

The desk audit revealed no obvious problems with compliance with the Civil Rights Act. Schools were generally in compliance with the civil rights guidelines. Six secondary and one postsecondary schools were selected, however, for on-site reviews according to predetermined criteria. The on-site reviews resulted in six recommendations involving the need for an Equal Opportunity disclaimer on all publications, three recommendations calling for the development of a district policy on non-discrimination, one recommendation asking for improved physical access, one recommendation calling for improved minority recruitment, and one recommendation on gender free language in publications.

Biennial Carl D. Perkins Job Training Partnership Act Evaluation Report

Generally, the vocational education system served handicapped[2] persons well. Teachers and communities approached the needs of the handicapped with special concern and compassion. School administrators and the districts and communities they serve were also usually aware of their responsibility to this population. Also, active advocacy for this population by special education interests highlighted the need for training the handicapped and contributed to support for programs conducted for such training.

At the secondary level 1,498 handicapped were served in mainstream programs while 245 were served in 17 separate projects. All 326 handicapped persons at the postsecondary level were served in mainstream programs.

The disadvantaged populations profited from the concern and compassion with which school administrators and teachers attempted to fulfill their needs. The popular tendency to refer to this population as "youth at risk" rather than as "disadvantaged", alleviated some of the stigma of being identified as a member of this group. Too, this designation promoted development of curriculum and strategies designed particularly to solve the special needs confronting this population. Though generally satisfactorily served, this population at times faced obstacles to accessing quality vocational programs. Some of those were: 1) Local scheduling; 2) Choosing appropriate vocational education electives would delay high school graduation; 3) Minimal summer school makeup opportunities

At the secondary level 8,478 disadvantaged persons were served in mainstream programs while 447 were served in 14 separate programs. All 1,208 persons at the postsecondary level were served in mainstream programs.

Single parents or displaced homemakers received assessment of their needs, career and

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[2]The proper term is "individuals with disabilities." The author of this study used the term used in the original legislation.

education counseling and program instruction on making the transition from dependence to independence at the Centers for New Directions. These centers are located at the six postsecondary vocational-technical institutions. Working in coordination with the institution in which the Center is housed, the local Private Industry Council, and referral agencies, the Centers placed 779 clients in employment and 809 in further schooling or training. These results represented a 48 percent measurable success rate for clients who often faced poor personal financial circumstances, negative self-esteem and lack of assisted child care. Not so easily quantified was the number of clients who altered self-defeating behaviors, negative attitudes and thinking, and unrealistic self-concepts. **(Note: Please see the next study, Special Population Enrollments for FY92 statistics.)**

It is difficult to measure the results of vocational equity grants in quantitative terms. Those grants, however, did establish projects designed to develop materials free of gender bias and stereotyping, address research equity issues, furnish vocational equity materials, provide financial incentives to students seeking nontraditional careers and establish support groups for students enrolled in nontraditional career programs. The results of such indirect services cannot be ascertained accurately. It is well to observe, however, that as ever-increasing number of students enroll in nontraditional career programs, teachers and students are more aware of and are making efforts to avoid language leading to bias and stereotyping, and that vocational equity grants promote proactive measures to solve vocational equity problems. (See Idaho Postsecondary (and Secondary) Student Enrollment: Proportions by Gender tables.) There is a sense that vocational bias is less intense as a result of vocational equity grants.

Criminal offenders in correctional institutions are usually well served by instructional personnel, programming curriculum, counseling, and employment placement. The high level of service provided in these components was possible only because JTPA 8% Education and Coordination, Carl D. Perkins Vocational Education Act, Adult Basic Education 10% Set Aside, and Chapter 1 Neglected and Delinquent funds boosted the funding for the minimal correctional education program provided through the Idaho Department of Correction budget.

The principal of the Robert Janss School who administers education programs for the Idaho Department of Correction used 90% of these federal funds - which amounted to 38% of funds available for the education of offenders in correctional institutions - for instructional and counseling personnel. The application of these funds for these components resulted in a high degree of service to this population.

Only occasionally, however, were offenders adequately served by support personnel, equipment, facilities, and follow-up. Inadequate facilities and lack of equipment were serious blocks to the continuation of the high level of programming provided by instructional and counseling components. The lack of support personnel to provide program coordination, recordkeeping, and library activities severely limited services to this population.

- **Special Population Served**

  - 6,133 special populations students were enrolled in approved mainstream occupation programs
  - 43,153 special populations students were identified on IIC applications for Perkins funds as eligible for services provided by IIC funds.
  - Many projects funded under IIC did not serve special populations students through traditional classroom structure. Rather those projects often aided special populations students indirectly through such programs as guidance, recruitment, integration and articulation, and enhancement of mainstream programs. Enrollment count of special populations, therefore, would not be a realistic measure of successful used funds.
  - The six postsecondary vocational-technical institutions enrolled special populations students in IIC projects.
  - Tech-prep contributions and projects aimed at capacity building serve special populations indirectly making it impractical to ascertain the number of individuals served.
  - Idaho Department of Corrections - 389 special populations persons incarcerated in Department of Correction institutions were enrolled in two skills training projects, applied mathematics instruction, and guidance and counseling for re-entering the free society and world of work. Special populations in the institutions were served indirectly by improvement of skills training and equipment and material and professional development activities for vocational education staff.

During this reporting period SDA/Ds and Vocational Education complied with coordination criteria and statutory directive in numerous ways. Perhaps their most successful efforts to coordinate were the attempts of the entities to increase each other's understanding of the variations which exist in their training and employment goals, to collaborate on matters of mutual concern and to comply with substantive coordination criteria requirements. Some of these efforts are reviewed in the following communication and planning section. Less successful in terms of quantitative measurement were the coordinated efforts to utilize the vocational infrastructure to provide JTPA participants training through Title II A funds. These results are addressed in the following Utilization of Vocational Education For JTPA Title IIA Training.

Communication and Planning

JTPA and vocational education are partners in training the populace for the world of work and in providing employers a workforce capable of meeting the demands of the modern workplace. Even though Title IIA of JTPA emphasizes shorter term training and timely employment which vocational education stresses longer term training and delayed employment, each entity has contributed to the other as a partner in a common cause in most instances. Some notable examples of supportive activities are reviewed as follows:

- Transition Process Form Old To New Perkins Act

The many activities aimed at making the transition from the old to the new Perkins Act provided the JTPA community information about the changes in planning for and delivery of services instituted by SDPVATEA. Members of the JTPA community contributed to the transition process by participating in public hearings, submitting pertinent comments, providing input for the assessment of vocational education included as part of the State Plan, and reviewing the State Plan. These activities certainly enhanced the SDA/D's understanding of the vocational education system and provided them a vehicle to collaborate in the effort to improve training services.

- Cross Representation

Members of SDA/D's served on vocational advisory committees and members of the vocational education community served as members of Private Industry Councils. Such cross representation promoted understanding of the plans and operations of the other and provided the opportunity to avoid actions which might lead to duplication of effort. Perhaps more importantly, such activity created a sense of partnership and encouraged further cooperative efforts.

- Cooperative agreements for vocational education program planning between the State Division for Vocational Education, each regional postsecondary vocational-technical institution, and each regional SDA/D address coordination activities.
These agreements establish the structure and state the activities through which coordination can be accomplished. The effectiveness of such agreements depends on the determination of the agreement parties to implement the activities contained in the agreement.

- Jobs Opportunities and Basic Skills (JOBS) Cooperative Agreement

The Family Support Act of 1988 allows the State Department of Health and Welfare (DHW) to arrange for state or local agencies, JTPA agencies, or other public or private organizations or institutions to provide JOBS programs and services. A coordination agreement between the DHW and the Idaho State Board for Vocational Education Division establishes the basis for coordination of services and delivery systems between the DHW and the postsecondary vocational-technical education system regarding JOBS program clients. It also defines the respective responsibilities of the DHW and its regional offices and the State Division of Vocational Education and the postsecondary vocational education delivery system.

The Cooperative Agreement recognizes the programs and services which

postsecondary vocational-technical institutions provide: preparatory programs, remediation programs short-term training programs, and Centers for New Directions which serve single parents and displaced homemakers. The Agreement also contains the assurance by the Division of Vocational Education that services provided to AFDC recipients receiving services will be maintained at $26,000. This annual maintenance of effort will be reported to DHW yearly.

Coordination efforts to meet the need of welfare recipients of services provided by JOBS program included informal meetings between DHW, Job Service, and State Division personnel. Such efforts coupled with the Agreement terms has resulted in delivery of services to JOBS clients by postsecondary vocational-technical institutions in 5 of the 6 vocational education regions.

Division Statistics: Special Population Enrollments

Centers for New Directions

In FY91, the Centers served 3284 clients. A total of 779 entered the labor market and 809 entered school (48%). In FY92 the Centers served 3493 clients. Of those, 1019 entered the labor market and 1138 entered school (62%).

Enrollments by Gender, Special Populations and Minority Status

Division statistics indicated that improvements in gender balance had been made, but many programs were still heavily weighted toward one gender. Most of the secondary programs were reasonably balanced with the exception of Agriculture, Trade and Industry, and Industrial Technology. Agriculture did have over 20% non-traditional enrollment which represented a 7% increase since 1985. Trade and Industry only had 9% females, but this was twice the percentage of 1985.

The picture was somewhat different on the postsecondary level with Agriculture having a nearly balanced enrollment and Health, Business and Office, Occupational Home Economics and Trades heavily skewed to one gender. It should be noted that all occupations except for occupational home economics remained nearly the same over the past year.

The Division also collected data on the number of disadvantaged students in the vocational programs in Idaho. The total disadvantaged and handicapped numbers in secondary vocational programs was 11,793.

Improvements in the enrollments of the two major minority groups in Idaho - Hispanic and Native American - were particularly significant over the past two years. Secondary Hispanic enrollment increased from 2211 students to 2830 students, an increase of 28%. Native American student enrollment increased from 558 to 876, an increase of 57%. The

Secondary and Hispanic and Native American Enrollment table also includes the percentages of those populations as a function of total enrollment. The overall percentage increased with percentage increases shown in almost every program area for both minority groups.

At the postsecondary level, Hispanic enrollment increased 65% from 98 students to 162 students and Native American enrollment increased 24% from 104 students to 129 students.

Postsecondary minority enrollments for FY93 for Hispanics were: Ag - 3/370 (.8%); Marketing - 10/308 (3.3%); Health - 15/378 (4.0%); Business and Office - 49/1176 (4.2%); Home Economics - 16/165 (9.7%); Technical - 16/781 (2.1%); and Trade and Industry - 53/1675 (3.2%). Postsecondary enrollments for Native Americans were: Ag - 4/370 (1.1%); Marketing - 14/308 (4.6%); Health - 2/378 (.5%); Business and Office - 48/1176 (4.1%); Home Economics - 4/165 (2.4%); Technical - 17/781 (2.2%); and Trade and Industry - 40/1675 (2.4%).

The next three tables provide specific statistics on gender balance and enrollments of disadvantaged, students with disabilities, and minorities students for both the secondary and postsecondary levels.

IDAHO POSTSECONDARY STUDENT ENROLLMENT
Proportions By Gender

Division	1985		1991		1992		1993	
	Male	Female	Male	Female	Male	Female	Male	Female
AGRICULTURE	86%	14%	64%	36%	60%	40%	61%	39%
MKTNG/MULTI OCCUP	51%	49%	47%	53%	43%	57%	43%	57%
HEALTH	15%	85%	8%	92%	10%	90%	11%	89%
HOME EC OCCUP *	52%	49%	22%	78%	22%	78%	6%	94%
BUSINESS & OFFICE	15%	85%	12%	88%	11%	89%	12%	88%
TRADES/TECHNICAL/ INDUSTRIAL	89%	11%	86%	14%	86%	14%	86%	14%

* Culinary Arts enrollments were counted in the Home Ec Occupations division during FY91 and 92. In FY93 those enrollments were included under the Trades/Technical/Industrial division. If those enrollments had been included in the Home Ec Occupations division in FY93, the percentages would have been 25% male and 75% female.

IDAHO SECONDARY STUDENT ENROLLMENT
Proportions By Gender

Division	1985		1991		1992		1993	
	Male	Female	Male	Female	Male	Female	Male	Female
AGRICULTURE	83%	17%	81%	19%	76%	24%	76%	24%
MARKETING/MULTI OCCUP	43%	57%	48%	52%	49%	51%	50%	50%
HEALTH	12%	88%	31%	69%	37%	64%	41%	59%
HOME ECONOMICS	27%	73%	31%	69%	31%	69%	34%	66%
BUSINESS & OFFICE	27%	73%	39%	61%	40%	60%	41%	59%
TRADE & INDUSTRIAL	96%	4%	93%	7%	93%	8%	91%	9%
INDUSTRIAL TECHNOLOGY	Not Available		Not Available		87%	13%	89%	11%

NOTE: Due to rounding of numbers, some totals may equal more than 100%.

Fiscal Year 1993
Special Population Enrollments

Secondary - by Division

DIVISION	TOT ENRL	DISDV	IND w/ DISAB	LEP
Multi-Occupations	119	42	0	1
Production Ag	6,928	1,355	161	55
Marketing	1,273	269	20	9
Health	290	96	3	0
Business & Office Ed	13,550	3,072	221	210
Cons Homemaking	14,273	3,424	548	393
Occupational HE	439	162	11	13
Industrial Technology	1,467	215	43	11
Trade & Technical	4,830	1,206	181	72
TOTALS:	43,169	9,841	1,188	764

Secondary - by Region

REGION	TOT ENRL	DISDV	IND w/ DISAB	LEP
Region 1	3,774	1,188	121	18
Region 2	2,360	438	88	2
Region 3	12,412	2,855	367	266
Region 4	6,807	1,269	207	163
Region 5	9,347	2,555	218	190
Region 6	8,469	1,536	187	125
TOTALS:	43,169	9,841	1,188	764

Postsecondary - by Division

DIVISION	TOT ENRL	DISDV	IND w/ DISAB	LEP	NON-TRAD
Agriculture	370	13	2	0	0
Marketing	308	53	9	2	0
Health	378	134	5	3	0
Business	1,176	260	36	4	0
Home Economics	165	22	4	0	0
Trade & Industry	2,456	808	147	16	7
Pre Voc	99	58	20	0	0
TOTALS:	4,952	1,348	223	25	7

Secondary Hispanic and Native American Enrollments
Fiscal Year Comparison

HISPANIC

DIVISION	FY91 ENRL			FY92 ENRL			FY93 ENRL		
	Total	Hisp	%	Total	Hisp	%	Total	Hisp	%
AG	5,938	243	4.09	6,883	255	3.70	6,928	250	3.61
Multi-Occ	118	9	7.63	127	14	11.02	119	12	10.08
Mktng	1,085	56	5.16	1,217	81	6.66	1,273	111	8.72
Health	207	3	1.45	244	6	2.46	290	13	4.48
Business	11,481	569	4.96	12,378	688	5.56	13,550	770	5.68
Cons HE	14,222	987	6.94	13,921	1,106	7.94	14,273	1,219	8.54
HE Occup	291	18	6.19	552	46	8.33	439	47	10.71
T & I	4,520	326	7.21	4,946	384	7.76	4,830	408	8.45
TOTALS	37,862	2,211	5.84	40,268	2,580	6.41	41,702	2,830	6.79

NATIVE AMERICAN

DIVISION	FY91 ENRL			FY92 ENRL			FY93 ENRL		
	Total	Na Am	%	Total	Na Am	%	Total	Na Am	%
AG	5,938	159	2.68	6,883	191	2.77	6,928	319	4.60
Multi-Occ	118	0	0.00	127	5	3.94	119	11	9.24
Mktng	1,085	8	0.74	1,217	14	1.15	1,273	11	0.86
Health	207	6	2.90	244	4	1.64	290	5	1.72
Business	11,481	150	1.31	12,378	228	1.84	13,550	214	1.58
Cons HE	14,222	174	1.22	13,921	169	1.21	14,273	259	1.81
HE Occup	291	4	1.37	552	4	0.72	439	6	1.37
T & I	4,520	57	1.26	4,946	59	1.19	4,830	51	1.06
TOTALS	37,862	558	1.47	40,268	674	1.67	41,702	876	2.10

Postsecondary Hispanic and Native American Enrollments
Fiscal Year Comparison

12/93

HISPANIC

DIVISION	FY89 ENRL			FY93 ENRL		
	Total	Hisp	%	Total	Hisp	%
AG	270	5	1.85	370	3	0.81
Mktng	399 [1]	9	2.88	308	10	3.25
Health	343	10	2.92	378	15	3.97
Business	991 [1]	22	2.27	1,176	49	4.17
HE Occup	129	4	3.10	165	16	9.70
Tech Occ	665	11	1.65	781	16	2.05
Trade & Ind	1,398	37	2.65	1,675	53	3.16
TOTALS [2]	4,195	98	2.34	4,853	162	3.34

NATIVE AMERICAN

DIVISION	FY89 ENRL			FY93 ENRL		
	Total	Na Am	%	Total	Na Am	%
AG	270	0	0.00	370	4	1.08
Mktng	399 [1]	34 [3]	10.90	308	14	4.55
Health	343	3	0.87	378	2	0.53
Business	991 [1]	22	2.27	1,176	48	4.08
HE Occup	129	4	3.10	165	4	2.42
Tech Occ	665	9	1.35	781	17	2.18
Trade & Ind	1,398	32	2.29	1,675	40	2.39
TOTALS [2]	4,195	104	2.48	4,853	129	2.66

[1] The Marketing and Business totals include 87 and 22 students (respectively) not broken down by ethnicity. Those students were not included in computing the percentages.

[2] The total enrollment numbers do not include 86 (FY89) and 99 (FY93) Pre-vocational students.

[3] This number includes 15 students from the Fort Hall Marketing program which was discontinued in FY90.

G. Raising the quality of vocational education programs in schools with high concentrations of poor and low-achieving students

Hispanic Youth - Dropout Prevention

The Hispanic Task Force identified reasons for the high Hispanic dropout rate and low participation in vocational programs. Part of the findings stated, "School centered concern brought out at the meetings included the lack of cultural awareness or sensitivity, inadequate guidance and teacher interest, poor childhood education opportunities, the 90 percent attendance rule, the C average in core classes, and school district regulations leading to dropouts or pushouts. Minimal bilingual staffs and services were also cited as school concerns.

Some of the home and community oriented concerns raised were the lack of parental encouragement, language difficulty, poor self esteem, inadequate goal setting skills, moving or migrating, the lack of Hispanic role models, and low expectations by society."

Wilder Project

The following citation was issued by the Wilder Board of Trustees. It describes the effectiveness of a project targeted to an at risk school. "Whereas the Idaho Division of Vocational Education have been leaders in working with students at risk of dropping out of school; and Whereas they have consistently and faithfully worked with the at-risk students from Wilder Jr/Sr High School, empowering them to be successful and self-sufficient not only in school but also in the pursuit of their careers; and Whereas their collaboration and cooperation with the Wilder Jr/Sr High School family and with the Southwest Idaho Private Industry Council over the past four years has resulted in a partnership that has produced our state and nationally recognized Wilder-PIC Valued Youth Tutoring Program, our successful school-to-work Mentoring Program, our before and after school study center, the Think Tank and our very successful PIC-Wilder Summer Learning Laboratories; the Wilder School District 133 Board of Trustees wishes to publicly express our deepest appreciation.

Division Statistics: Enrollment, Special Populations, Program and Follow-up

Two alternative schools in Idaho had Health Occupations programs for at-risk students. Students were employed as a result of this training.

H. Relevance of programs to the workplace: both present and future

(Note: Also refer to section A, Integration of academic and vocational education and section I, Ability of vocational curriculum, equipment and instructional materials to meet the demands of the workforce for data pertinent to this section.)

Division Statistics: Enrollment, Special Populations, Program and Follow-up

Capacity of the secondary and postsecondary systems to deliver vocational training is a key element in the ability of the system to deliver relevant training. It is estimated that the number of high school graduates in Idaho will increase 36% by 2000. (Western Interstate Commission for Higher Education) The number of secondary occupational programs has increased from 307 in FY1992 to 321 in FY1994. At the same time, however, funding for new secondary programs has remained relatively static. The percentage of "added costs" paid for with state vocational money dropped from 62% in 1982 to 33 percent in 1993. The number of Consumer Home Economics programs remained about the same with 143 programs in FY92 and 142 programs in FY94. Industrial Technology programs increased substantially over the two year period from 66 in FY92 to 85 in FY94. Almost all of this increase was due to Industrial Arts programs changing their curriculum to meet standards for Industrial Technology. In most cases the change involved only a portion of the classes - not the entire schedule.

At the postsecondary level, the fall enrollment for 1993 was 3,730 full and part-time students. That represented between 68 and 100 percent of capacity at the six institutions with an average of 85%. Since the average age of the students at the postsecondary institutions was 28.5, the number of slots for graduating seniors was even less. The number of programs at the postsecondary level increased from 124 in FY92 to 125 in FY94.

Number and types of programs

The state currently has 321 Secondary occupational programs of which 79 are agriculture, 15 are marketing, 4 are multi-occupations, 15 are health, 127 are business and office occupations, 13 are occupational home economics, 26 are auto mechanics, 3 are auto body, 8 are industrial mechanics, 2 are cabinetmaking/millwork, 7 are carpentry, 4 are drafting, 4 are electronics, 3 are graphic arts, 1 is photography, 1 is television production, 3 are machine shop and 6 are welding. In addition, the state has 142 secondary consumer home economics programs and 65 secondary industrial technology programs. Specific programs offered throughout the state are: Ag Science & Technology; Data Processing; Machine Shop; Marketing Education; Drafting; Health Occupations; Welding; Business & Office Education; Electronics; Equipment; Mechanics; Food Service; Child Dev/Care & Guidance; Graphic Arts; Auto Mechanics; Auto Body; Television Production; Multi-Occupations; Small Engine Repair; Ind Mechanics; Building Construction Trades; Ind Technology; Dental Assistant

The state currently has 125 Postsecondary occupational programs of which 6 are agriculture, 10 are business and office occupations, 8 are occupational home economics, 9 are marketing, 16 are health, 26 are technical and 50 are trade and industrial.

Courses Offered

All of the vocational program areas in the state have made major curriculum changes,

including the development of statewide course titles and descriptions. The titles and content have been updated to match current industry standards. A complete list of these courses is available from the Division of Vocational Education as well as each school district in the state.

Perkins Funding History

For the first three years of the Perkins funding, the split between secondary and postsecondary was 70% secondary and 30% postsecondary. This split resulted in substantially more federal money going to the postsecondary system which was matching by a increase in state money going to regular secondary vocational programs. The postsecondary system had a regular enrollment of 4964 (11%) in 1991 compared to a secondary enrollment of 40,365. In 1993, the share of the postsecondary enrollment dropped slightly to 10%. This was offset, however, by the fact that the postsecondary vocational funding was responsible for a much larger part of the vocational education program than the secondary vocational funding. It was also offset by the large number of short-term enrollments at postsecondary institutions and by the increased responsibility postsecondary institutions have assumed for secondary/postsecondary coordination.

An analysis of the Perkins spending history in the secondary and postsecondary systems indicates that in 1992 the secondary system spent 96.5% of its allocation while the postsecondary system spent 93.5%. In 1993 the secondary system dropped to spending 93.2% of its allocation while the postsecondary system increased to spending 95.1%. Over the two year period, the postsecondary system returned 5.6% of its funds while the secondary system returned 5.3% of its funds.

Program Enrollments

Enrollments in secondary vocational education have increased by over 27% the past five years. Enrollment in health programs has doubled over the last five years and agriculture, occupational home economics and business programs have all made gains greater than 20%.

Regular postsecondary vocational enrollment has decreased slightly over the past five years although postsecondary short-term enrollment has increased by over 35%.

The drop in Corrections enrollment from 989 to 195 reflects extensive changes in programming. The programs are shifting from high enrollment remediation programs to skill training programs with less capacity.

Specific enrollment data are presented in the next two tables.

Revised 2/8/1993

IDAHO ENROLLMENTS
SECONDARY VOCATIONAL-TECHNICAL EDUCATION

	1988	1989	1990	1991	1992	1993	2-Yr % Change
HIGH SCHOOL [1]	58,305	58,359	58,823	60,078	63,653	66,541	10.76
VOCATIONAL	33,751	34,929	36,976	40,365	42,198	43,169	6.95
AGRICULTURE	4,663	4,880	5,296	5,938	6,883	6,928	16.67
BUSINESS	10,557	9,331	10,737	11,481	12,378	13,550	18.02
HEALTH	145	213	186	207	244	290	40.10
CONSUMER HOMEMAKING	12,106	13,083	13,465	14,222	13,921	14,273	0.36
OCCUP'L HOME EC	275	303	351	291	552	439	50.86
MARKETING	1,038	878	1,359	1,085	1,217	1,273	17.33
INDUSTRIAL TECH [2]	361	1,180	933	1,846	1,930	1,467	20.53
TRADE/INDUSTRIAL	3,910	4,260	3,894	4,520	4,946	4,830	6.86
MULTI-OCC	266	193	102	118	127	119	0.85
SPECIAL NEEDS	430	608	653	657	Data not collected [3]		
SPECIAL POPULATIONS [4]	(8,442)	(9,963)	(11,272)	(10,227)	(11,015)	(11,793)	15.31
CORRECTIONS [4]		769	1,124	989	395	195	80.28
TEEN PARENTING [4]	Not Collected		412	478	451	588	23.01

1 Public School Grades 9-12. Numbers do not include ungraded secondary students.

2 Industrial Technology enrollment includes only those students in programs (grades 9-12) which received grants.

3 Due to changes in legislation, the Stand-Alone special needs enrollment is no longer collected.

4 Most of the Special Populations, Corrections and Teen Parenting students are mainstreamed into vocational programs. Therefore these figures are not included in the totals above.

Amended 12/01/93

POSTSECONDARY VOCATIONAL-TECHNICAL EDUCATION
Fiscal Year Enrollment History

	1990	1991	1992	1993	2-Year % Change
Boise State University					
AAS/Certificate					
Student VFTE	778	676	746	708	4.73
Accrued Headcount	893	1,038	1,014 *	1,036	-0.19
Short-Term					
Student VFTE	195	266	288	243	-8.65
Accrued Headcount	7,005	7,548	7,896	7,592	0.58
College of Southern Idaho					
AAS/Certificate					
Student VFTE	517	534	567	583	9.18
Accrued Headcount	977	1,056	1,146	1,091	3.31
Short-Term					
Student VFTE	176	91	151	122	34.07
Accrued Headcount	4,257	3,515	5,125	4,286	21.93
Eastern Idaho Tech College					
AAS/Certificate					
Student VFTE	438	413	415	379	-8.23
Accrued Headcount	478	460	445	403	-12.39
Short-Term					
Student VFTE	121	143	191	152	6.29
Accrued Headcount	5,849	5,973	6,973	5,547	-7.13
Idaho State University					
AAS/Certificate					
Student VFTE	1,059	1,121	1,167	1,111	-0.89
Accrued Headcount	1,238	1,410	1,438	1,467	4.04
Short-Term					
Student VFTE	105	148	138	140	5.41
Accrued Headcount	4,620	4,309	5,447	6,844	58.83

* BSU Midmanagement enrollments for FY92 were reported with the academic enrollments.

Amended
12.01.93

	1990	1991	1992	1993	2-Year % Change
Lewis-Clark State College					
AAS/Certificate					
Student VFTE	439	447	420	426	-4.70
Accrued Headcount	582	600	542	543	-9.50
Short-Term					
Student VFTE	106	141	131	134	-4.96
Accrued Headcount	5,198	5,093	6,483	5,086	-0.14
North Idaho College					
AAS/Certificate					
Student VFTE	250	291	314	308	5.84
Accrued Headcount	266	400	418	412	3.00
Short-Term					
Student VFTE	163	113	140	105	-7.08
Accrued Headcount	4,270	2,957	4,549	4,289	45.05
TOTAL					
AAS/Certificate					
Student VFTE	3,481	3,482	3,629	3,515	0.95
Accrued Headcount	4,434	4,964	5,003	4,952	-0.24
Short-Term					
Student VFTE	866	902	1,039	896	-0.67
Accrued Headcount	31,199	29,395	36,473	33,644	14.45

Curriculum Assessment

Idaho works very closely with the State Council on Vocational Education (SCOVE) and takes an active role in coordination of activities with the State Council. The annual report prepared by the SCOVE is prepared from information gathered at a public meeting. Suggestions in that report are used by the Division to modify any program activity and direction. In addition, the state continues to promote the use of local advisory committees by all programs reimbursed through the Division and continually updates advisory committee handbooks to establish policy and procedural levels for operation of local advisory committees. Membership on the Technical Committees is comprised of incumbent workers for industry selected for their knowledge of industry practices.

Idaho uses the process of technical committee validation of task lists for each program area. This validation of tasks ensures that the content of vocational programs is relevant to the current and future needs of industry in the state and region.

Technical Committee Data

Second year health occupation programs provided at least 50% workbased training and in some programs at least 80% workbased training. Health Occupations curricula were constantly being developed to meet training needs. In the last two years, twelve (12) separate programs were either revised, updated, or created, and new ways of program delivery were put into place to meet the needs of students and recipients of the services provided by program graduates. Six of the new programs provided specialized training in services to people with disabilities.

Idaho Vocational-Technical Education Foundation Report

As a result of cash contributions received in 1991-92 the Foundation was able to provide nine postsecondary instructors with an opportunity to upgrade their teaching skills by attending various workshops and return-to-industry experiences provided outside their teaching assignments.

In 1992-93, cash contributions received from business and industry allowed six instructors to return to industry to upgrade their technical skills so that they could better inform and train their students in the latest skills needed for success in workplace.

Postsecondary Vocational-Technical School and Beyond

Sixty percent of the respondents indicated that their current job (four years after graduation) was quite to very related to the job they had planned for while in their postsecondary program. Seventy-three percent of the students were working full-time or were self employed four years after program completion. Only 5.5% reported that they were looking for work. The average salary of full-time employed students two years after completion of a certificate or AAS degree was $21,122. Students who completed the certificate or AAS degree found their salaries increased $5,404 over a 2-year period.

Employers were satisfied on the following measures regarding this population: attendance, dependability, use of tools and equipment, cooperativeness, safety, initiative, quality of work, quantity of work, selection and care of space, materials, and supplies, accepting advice and supervision, appearance, job know-how, and adaptability to new situations. Over 59% of the employers indicated that the postsecondary vocational-technical employee had better technical knowledge and abilities in comparison to their other employees who may not have participated in a postsecondary vocational-technical education program. Another thirty percent of employers indicated the vocational-technical employee was equally well prepared in relation to other employees. Almost 60% of the employers who hired 1987-88 students indicated the postsecondary vocational-technical institutions of Idaho were an important source of employees, and only 14% reported these institutions were not normally a source of employees. Almost 72% of the employers rated postsecondary vocational-technical institutions of Idaho as good to excellent on their preparation of potential employees in terms of technical knowledge and abilities. The characteristic employers rated the students lowest on was their adaptability to new situations. Even then, however, the rating was between good and excellent.

Current Idaho supply and demand data grouped by cluster

The supply and demand data suggested a mismatch between available occupations and the number of people being trained for those occupations. Clusters of occupations where demand was far higher than supply included general marketing and distribution, food production and service, building maintenance and cleaning, truck and bus driving, horticulture and landscape, child care, guidance and instruction, other agriculture-related occupations, typing and general office clerical, miscellaneous clerical and administrative support and accounting and bookkeeping. Clusters where supply was far greater than demand included automotive repair, barbering/cosmetology, real-estate services marketing, agribusiness and agricultural production, secretarial-stenographic, nursing assisting, and insurance marketing. In many cases the mismatch was caused simply by an imprecision in the data collection procedure. High school Business and Office programs, for example, often prepare students in bookkeeping and in miscellaneous and clerical support - areas with strong demand - but the supply data were lumped into the secretarial - stenographic cluster. The secondary programs often prepared for a broader scope of occupations than could be easily summarized with supply and demand data. These data provided a good starting point, however, when starting and revising programs to make sure that new programs and content of existing programs were focused on the right occupations.

The following table represents a Cluster Analysis Summary of the Idaho Occupational Information System. This system related occupational projections to the state's training programs. Within each cluster were employment estimates from the Occupational Employment Statistics (OES) program and a count of completers of the related vocational-technical training programs. The Idaho Department of Employment surveyed Idaho employers to determine current employment levels by occupation and made projections on future occupational demand. The supply data represented the number of persons completing less than four year programs at Idaho secondary vocational-technical programs, post-secondary vocational-technical schools, colleges and universities, private trade

schools, and the Job Corps. The Cluster Analysis Summary table was sorted in descending order by the difference between the total annual openings and the total number of program completers. The clusters showed the overall balance between the occupations and the completers of related training programs; however, there may have been wide variations within each cluster, with one or more occupations or programs dominating the overall statistics. It is, therefore, best to examine each cluster individually when making decisions on the viability of specific vocational-technical programs. The elements in the table are:

EMPL 1991 - The number of workers currently in an occupation. This number was actually a projection from the base year of 1987 in the OES survey.
EMPL 1996 - The projected number of workers expected in the year 1996.
PERCENT CHANGE - The percent growth or decline in employment between 1991 and 1996.
AVERAGE ANNUAL GROWTH - The yearly increase or decrease in the number of workers in an occupation due to economic expansion (or decline) in the industries employing those workers.
AVERAGE ANNUAL REPLACEMENTS - The yearly number of openings generated by the need to replace workers who leave due to death, retirement, or who withdraw from an occupation for other reasons.
TOTAL ANNUAL OPENINGS - The sum of average annual growth and average annual replacements.
POST-SECONDARY COMPLETERS - The number of persons who completed less than four year training at Idaho post-secondary vocational-technical schools, colleges and universities, private trade schools, and Job Corps during the period of 7-90 to 6-91.
SECONDARY COMPLETERS - The number of persons who completed secondary vocational-technical programs at Idaho secondary schools during the period 7-89 to 6-90.
TOTAL COMPLETERS - The sum of post-secondary and secondary completers.
TOTAL OPEN MINUS TOTAL COMPLETERS - Total annual openings minus the total number of completers.

Note: It is also important to note that the match between the supply (completers from vocational training programs) and demand was not very accurate in some areas, particularly for the secondary numbers. The secondary job training prepared students for more of the cluster areas than are represented on the table. Secondary completer data in Idaho are not collected on a job or cluster level. For example, the agriculture programs prepared students in the clusters of agricultural mechanics, animal technology and other ag related occupations, but the supply data was all listed under agribusiness/agricultural production.

CURRENT IDAHO VOCATIONAL-TECHNICAL DEMAND AND SUPPLY DATA

The following tables show Idaho's current demand and supply data for the vo-tech occupations listed in the previous tables as being either 'fastest growing' or those with the 'largest job growth.'

IDAHO DEMAND & SUPPLY SUMMARY

					ANNUAL						**
CLUSTER NUMBER	CLUSTER TITLE	EMPLOYMENT 1991	EMPLOYMENT 1996	PERCENT CHANGE	GROWTH	REPLACEMENTS	TOTAL ANNUAL OPENINGS	POST SECONDARY COMPLETERS 1-90 TO 6-91	SECONDARY COMPLETERS 7-89 TO 6-90	TOTAL COMPLETERS	TOTAL OPEN MINUS TOTAL COMPLETERS
0810	GENERAL MARKETING AND DISTRIBUTION	37702	40722	8.0	604	1287	1891	77	227	304	1587
2030	FOOD PRODUCTION AND SERVICE	24212	26294	8.6	416	613	1029	34	46	80	949
3083	BUILDING MAINTENANCE & CLEANING	9892	10762	8.8	174	600	774	0	0	0	774
6010	TRUCK & BUS DRIVING	13229	14469	9.4	248	404	652	110	0	110	542
0150	HORTICULTURE & LANDSCAPE	4547	5192	14.2	129	360	489	17	0	17	472
2010	CHILD CARE, GUIDANCE, & INSTRUCTION	9034	9879	9.4	169	325	494	15	45	60	434
0190	ALL OTHER AG. & AG. RELATED	11762	11477	-2.4	-57	453	396	0	0	0	396
0750	TYPING AND GENERAL OFFICE CLERICAL	25126	26456	5.3	266	673	939	122	588	710	229
0760	MISC. CLERICAL AND ADMIN. SUPPORT	5034	5359	6.5	65	162	227	0	0	0	227
0710	ACCOUNTING & BOOKKEEPING	10121	9976	-1.4	-29	351	322	100	0	100	222
0825	BUSINESS MANAGEMENT	4365	4735	8.5	74	129	203	3	0	3	200
0799	ALL OTHER MANAGERIAL & ADMINISTRATIVE	3499	3754	7.3	51	147	198	0	0	0	198
3080	INDUSTRIAL MACHINERY MAINTENANCE	5946	6439	8.3	99	147	246	19	48	67	179
0140	FOREST PRODUCTION	4262	4651	9.1	77	99	176	0	0	0	176
2080	FOOD PROCESSING	5081	5156	1.5	15	154	169	0	0	0	169
6020	CONSTRUCTION EQUIPMENT OPERATION	2684	2934	9.3	50	98	148	0	0	0	148
3190	OTHER CONSTRUCTION TRADES	3594	3793	5.5	40	106	146	9	21	29	117
1799	ALL OTHER DIAGNOSTIC AND TREATMENT	1522	1747	14.8	45	59	104	0	0	0	104
3015	AUTO PARTS DISTRIBUTION	2947	3072	4.2	25	78	103	1	0	1	102
8045	MEATCUTTING	2652	2787	5.1	27	69	96	0	0	0	96
0720	BANKING AND RELATED FINANCIAL SERVICES	3745	3860	3.1	23	72	95	0	0	0	95
3120	CARPENTRY	2517	2743	9.0	45	65	110	15	0	15	95
8080	WOODWORKING	2227	2347	5.4	24	76	100	8	0	8	92
3180	PIPEFITTING & STEAMFITTING	1995	2185	9.5	38	51	89	0	0	0	89

					ANNUAL						**
CLUSTER NUMBER	CLUSTER TITLE	EMPLOY MENT 1991	EMPLOY MENT 1996	PERCENT CHANGE	GROWTH	REPLACE MENTS	TOTAL ANNUAL OPENINGS	POST SECOND-ARY COM-PLETERS 1-90 TO 6-91	SECOND-ARY COM-PLETERS 7-89 TO 6-90	TOTAL COM-PLETERS	TOTAL OPEN MINUS TOTAL COM-PLETERS
3125	PAINTING & DECORATING	1621	1791	10.5	34	53	87	3	0	3	84
0850	RECREATION SERVICES MARKETING	1198	1295	8.1	19	41	60	0	0	0	60
3110	ELECTRICIAN	1911	2091	9.4	36	37	73	13	0	13	60
7050	MUSIC INSTRUCTION	761	866	13.8	21	38	59	5	0	5	54
6099	MISC. TRANSPORT. & VEHICLE OPER.	3770	3970	5.3	40	113	153	0	0	0	53
8020	COMMERCIAL ART	1077	1184	9.9	21	38	59	6	0	6	53
2065	DRYCLEANING AND LAUNDRY	937	972	3.7	7	40	47	0	0	0	47
3090	MISCELLANEOUS REPAIR	1350	1430	5.9	16	31	47	0	0	0	47
1720	LICENSED PRACTICAL NURSING	2552	2802	9.8	50	109	159	115	0	115	44
5030	MISC. PROTECTIVE SERVICES	492	537	9.2	9	35	44	0	0	0	44
8035	WRITING, BROADCASTING, & PUB. REL.	1124	1209	7.6	17	33	50	0	6	6	44
6030	MINING & HEAVY EQUIP OPERATION	764	870	13.9	21	21	42	0	0	0	42
0780	LIBRARY ASSISTING	748	828	10.7	16	22	38	0	0	0	38
0130	CONSERVATION	2171	2221	2.2	10	37	37	0	0	0	37
0860	TRAVEL SERVICES MARKETING	734	864	17.7	26	27	53	16	0	16	37
8025	COMMERCIAL PHOTOGRAPHY	664	714	7.5	10	27	37	0	0	0	37
5040	SECURITY SERVICES	1015	1115	9.9	20	65	85	50	0	50	35
8070	MACHINE TOOL/MACHINE SHOP	1334	1444	8.3	22	58	80	26	21	47	33
4030	CHEMICAL MANUFACTURING PRODUCTION	999	1045	4.6	9	26	35	3	0	3	32
6080	MATERIAL HANDLING	2800	2667	-4.8	-27	46	31	0	0	0	31
1795	MEDICAL RECORDS TECHNOLOGY	261	341	30.7	16	13	29	0	0	0	29
8075	OTHER PRECISION METAL	724	784	8.3	12	17	29	0	0	0	29
0820	HOTEL - MOTEL MANAGEMENT	1112	1157	4.1	9	31	40	9	7	16	24
8040	UPHOLSTERING	425	450	5.9	5	12	17	4	0	4	21
0120	AGRICULTURAL MECHANICS	960	955	-0.5	-1	34	33	13	0	13	20
1796	ANIMAL TECHNOLOGY	527	557	5.7	6	18	24	4	0	4	20
2070	PRIVATE HOUSEHOLDS	322	342	6.2	4	15	19	0	0	0	19
4070	INSPECTORS AND RELATED	377	420	11.4	9	12	21	4	0	4	17
4099	POWER GENERATION	412	434	5.3	4	13	17	0	0	0	17
0770	LEGAL ASSISTING	497	552	11.1	11	6	17	1	0	1	16
3140	CONCRETE PLACING & FINISHING	548	593	8.2	9	10	19	4	0	4	15
3050	SMALL ENGINE REPAIR	570	595	4.4	5	39	44	23	7	30	14
3150	ROOFING	587	632	7.7	9	5	14	0	0	0	14

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					ANNUAL						**
CLUSTER NUMBER	CLUSTER TITLE	EMPLOY MENT 1991	EMPLOY MENT 1996	PERCENT CHANGE	GROWTH	REPLACE MENTS	TOTAL ANNUAL OPENINGS	POST SECOND-ARY COM-PLETERS 1-90 TO 6-91	SECOND-ARY COM-PLETERS 7-89 TO 6-90	TOTAL COM-PLETERS	TOTAL OPEN MINUS TOTAL COM-PLETERS
5010	FIRE PROTECTION SERVICES	743	783	5.4	8	6	14	0	0	0	14
3070	MAJOR APPLIANCE REPAIR	578	608	5.2	6	13	19	6	0	6	13
8030	GRAPHIC & PRINTING COMMUNICATIONS	1431	1541	7.7	22	22	44	15	16	31	13
1760	MEDICAL LABORATORY TECHNOLOGY	209	234	12.0	5	7	12	0	0	0	12
3130	BRICK, STONE MASONRY & TILE SETTING	521	561	7.7	8	9	17	6	0	6	11
5020	LAW ENFORCEMENT SERVICES	2445	2590	5.9	29	63	92	84	0	84	8
1712	DENTAL LABORATORY TECHNOLOGY	190	215	13.2	5	8	13	6	0	6	7
3170	LINEWORKER	540	570	5.6	6	16	22	16	0	16	6
3065	HEATING, AIR. COND. & REFRIGERATION	735	800	8.8	13	26	39	34	0	34	5
4040	ELECTRONIC TELECOMMUNICATION TECHNO	1272	1329	4.5	11	14	25	20	0	20	5
1725	EMERGENCY MEDICAL TECHNOLOGY	280	310	10.7	6	5	11	7	0	7	4
4020	WATER AND WASTEWATER TECHNOLOGY	277	292	5.4	3	11	14	10	0	10	4
8050	FLOOR COVERING & INSTALLATION	101	106	5.0	1	3	4	0	0	0	4
4090	CIVIL TECHNOLOGY	509	539	5.9	6	6	12	9	0	9	3
2060	CLOTHING AND APPAREL PRODUCTION SER	823	883	7.3	12	90	102	18	86	104	-2
1745	REHABILITATION SERVICES	177	212	19.8	7	7	14	17	0	17	-3
1730	PHARMACY ASSISTING	142	157	10.6	3	5	8	12	0	12	-4
3060	MARINE MAINTENANCE	0	0	0	0	0	0	6	0	6	-6
4050	INDUSTRIAL/MECHANICAL TECHNOLOGY	372	422	13.4	10	1	11	17	0	17	-6
1735	OPTOMETRIC ASSISTING	304	294	3.3	-2	5	3	10	0	10	-7
3040	DIESEL AND HEAVY EQUIPMENT MECHANIC	2436	2646	8.6	42	52	94	101	0	101	-7
3075	ELECTRONICS SERVICE TECHNOLOGY	1229	1360	10.9	26	20	46	45	8	53	-7
4015	LASER ELECTRO-OPTIC TECHNOLOGY	0	0	0	0	0	0	8	0	8	-8
1750	SURGICAL TECHNOLOGY	71	86	21.1	3	1	4	13	0	13	-9
7040	COSMETOLOGY INSTRUCTOR TRAINING	0	0	0	0	0	0	9	0	9	-9
2040	INTERIOR DESIGN	72	77	6.9	1	2	3	13	0	13	-10
1775	RADIOLOGIC TECHNOLOGY	476	536	12.6	12	3	15	26	0	26	-11

					ANNUAL						**
CLUSTER NUMBER	CLUSTER TITLE	EMPLOYMENT 1991	EMPLOYMENT 1996	PERCENT CHANGE	GROWTH	REPLACEMENTS	TOTAL ANNUAL OPENINGS	POST SECONDARY COMPLETERS 1-90 TO 6-91	SECONDARY COMPLETERS 7-89 TO 6-90	TOTAL COMPLETERS	TOTAL OPEN MINUS TOTAL COMPLETERS
1740	RESPIRATORY THERAPY TECHNOLOGY	169	199	17.8	6	1	7	19	0	19	-12
0815	FLORISTRY	111	119	7.2	2	3	5	19	0	19	-14
1790	MEDICAL ASSISTING	371	431	16.2	12	13	25	40	0	40	-15
3010	AIRCRAFT MECHANICS	324	354	9.3	6	2	8	32	0	32	-24
4080	NUCLEAR TECHNOLOGY	272	307	12.9	7	7	14	41	0	41	-27
1711	DENTAL ASSISTING	829	954	15.1	25	5	30	56	10	66	-36
1770	HEALTH AND HUMAN SERVICES	527	575	9.1	10	13	23	3	65	68	-45
8060	WELDING	1755	1920	9.4	33	39	72	75	44	119	-47
4010	ELECTRICAL & ELECTRONIC TECHNOLOGY	2917	3086	5.8	34	46	86	134	0	134	-48
3020	AUTOMOTIVE BODY REPAIR	1089	1164	6.9	15	16	31	50	41	91	-60
8010	DRAFTING, GENERAL	949	1054	11.1	21	16	37	104	27	131	-94
0730	BUSINESS DATA PROCESSING	2685	2820	5.0	27	16	54	154	9	163	-109
3030	AUTOMOTIVE REPAIR	4739	4889	3.2	30	119	149	91	190	281	-132
7010	BARBERING/COSMETOLOGY	4639	4879	5.2	48	139	187	407	0	407	-220
0840	REAL ESTATE SERVICES MARKETING	2397	2677	11.7	56	118	174	665	0	665	-491
0110	AGRIBUSINESS AND AGRICULTURAL PRODUCTION	3406	3654	7.3	50	137	187	140	668	808	-621
0740	SECRETARIAL - STENOGRAPHIC	10938	11808	8.0	174	229	404	523	846	1369	-965
1721	NURSING ASSISTING	4373	4712	7.8	73	160	233	1603	0	1603	-1370
0830	INSURANCE MARKETING	2613	2929	12.1	63	124	187	2400	0	2400	-2213
	TOTAL	294074	314197	6.8	4028	9298	13348	7892	3028	10918	2428

**Negative (-) numbers indicate a trained labor supply greater than the projected demand for openings; Positive (+) numbers indicate that the number of projected openings is greater than trained individuals to fill those jobs. However, these data should not be interpreted to mean that training completers are necessarily awaiting employment in the occupational cluster in which they were trained.

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I. Ability of vocational curriculum, equipment and instructional materials to meet the demands of the workforce

Measures and Standards - Secondary

The physical capacity of vocational programs in the state is a key measure of the ability of the system to meet the demands of the workforce. One measure was directed at determining that capacity in each school district. Districts had to have one full-time vocational teacher for every 300 students to meet the standard. The percentage of districts meeting this standard was 85.2. Overall the ratio of students to full-time vocational teacher was 221 to 1. It is significant to note that the districts that do not meet the standard are the largest in Idaho, representing approximately 32.8% of the students.

Perkins On-Site Reviews

There was a need in some districts to expand the capacity of vocational offerings.

Evaluations and Technical Visits

The greatest administrative needs were related to budgeting and planning of vocational programs. In about one-tenth of the programs the teacher was not involved in budget decisions, and up to one-half of the teacher in the programs assessed were not involved sufficiently in the schools' vocational planning.

Three facility and equipment needs had an important effect on student achievement. First, a majority of the programs assessed in five-year and ten-year evaluations showed the school must address the fact that facilities and equipment in the classroom and laboratories were not adequately clean and safe for student use. A second need grew from the fact that equipment was not systematically updated, maintained, and inventoried in over half of the programs evaluated. Program weakness accredited to outdated or unavailable equipment and old or unimproved facilities may indicate low vocational skill attainment. Third, about one third of the evaluation recommendation indicated a lack of adequate storage space. This lack would curtail effective use of existing equipment as well as program expansion and updating needs. The field visitation reports of state supervisors collaborated the evaluation recommendations with one exception. The visitation reports also indicated a need in up to 20% of the programs for appropriate personal protective equipment for students.

Of all recommendations made and categorized on five & ten-year evaluations and field visitation reports, 33% dealt with curriculum, 23% dealt with equipment/facilities, and 9% dealt with instructional materials. Many programs received commendations which indicated a wide range of adaption and change going on in the state. The most common curriculum recommendations were:

1. to improve leadership development or implement it into the vocational program.
2. to provide more business and industry input into curricula decisions.
3. to offer a sequence of courses including integration of academic and vocational skills.

The most common equipment/facility recommendations were:

1. to update and maintain equipment.
2. to provide more storage space.
3. to provide cleaner and safer classrooms/laboratories.
4. to provide additional tools, laboratory supplied, facilities, or equipment to support curriculum.

The most common instructional recommendations were:

1. to use a range of instructional, audio/visual, and reference materials.
2. to provide realistic work experience through laboratory and/or industry-related activity.
3. to provide appropriate safety instruction.
4. to encourage instructors to participate in professional development planning and activities.

A random selection of visitations and five and ten-year evaluations indicated that the most common commendations for curriculum, equipment/facility, and instruction were:

1. active student youth organizations in curriculum.
2. active advisory committees involved in curriculum.
3. use of current state-approved competency-based curriculum.
4. a wide range of instructional strategies being used.
5. laboratory facilities and equipment support curriculum.

Idaho Vocational-Technical Education Foundation Report

During the fiscal year of 1992 the Idaho Vocational-Technical Education Foundation received over $110,536 in equipment donations from over 11 different companies. This equipment and furniture was placed statewide at secondary and postsecondary vocational-technical education programs.

In fiscal year 1993, the Idaho Vocational-Technical Education Foundation was instrumental in providing over $78,900 in equipment and furniture donations from 9 companies statewide. Vocational-Technical Education programs at the secondary and postsecondary levels were recipients of these generous donations in support of their programs.

Postsecondary Vocational-Technical School and Beyond

When participants were asked if they were satisfied with their institution and program,

90% were satisfied to very satisfied with their choice of institution and 85% were satisfied to very satisfied with their choice of program.

Idaho State Council on Vocational Education Public Meeting

The law enforcement program was cited for its excellence in preparing law enforcement employees. The diesel program was also cited for its excellence and relevance.

Several others testified about the benefits of the child development program and the need for additional child care training.

Other people pointed out that the technology and training for computers was simply not up-to-date in the high schools. They pointed out the need for better equipment and better teacher training.

Curriculum assessment

The primary method for addressing basic and higher order competencies in the Idaho delivery system is through the validation of competencies by technical committees. An additional activity, as an attempt to introduce higher order competencies into the programs in the state of Idaho, is the participation in national consortiums to develop basic applied instruction skills such as in the mathematics, communication, chemistry and biology and technology series. A need exists to continue to define more explicit higher learning skills to be provided through vocational education programs. A study or series of projects devoted to analyzing the on-the-job skills in the area of higher level competencies or higher order thinking, would be one activity that could strengthen this area.

Competency testing was the responsibility of each individual school district. V-TECS materials were purchased to be used to help establish a standard for the state to assist in the development of statewide measures. The Test Item Banks were designed to be used in any existing test generation software, therefore, all school that used these type of programs could adapt the V-TECS material immediately.

V-TECS had developed a computerized management system for the curriculum guides called V-TECS Direct. This software had been used with Technical Committees in Idaho with great success but on a limited basis. It was to be the primary tool to be used in the curriculum development process and was to serve as the basis for task lists when working with Technical Committees.

Idaho dealt with the demands of the workforce by providing upgrade training to incumbent workers and also through short term training programs for unemployed personnel or people who had been laid off from the immediate occupational field for which they were trained. At the secondary level, instructional programs were equipped in a moderate fashion through a reimbursement formula. The majority of school districts operating vocational programs spent approximately one-third of their funds for equipment purchase and upgrade to attempt to meet the technology needs of occupational programs. Both secondary and

postsecondary vocational programs utilized a statewide curriculum guide as the basis for determining content to be taught. The statewide guides were updated periodically through the use of technical committees.

Biennial Carl D. Perkins Job Training Partnership Act Evaluation Report

State appropriations fully support the system of postsecondary institutions and provide supplemental resources for the vocational programs in secondary schools and for additional training and retraining programs for adults. This basic vocational-technical infrastructure extends use of federal support funding by providing qualified administration and faculty capable to respond rapidly to industry expansion as well as to economic hardship periods brought about by plant closure and worker layoff. Using this critical investment as a base, federal funds available through the Carl D. Perkins Act, Job Training Partnership Act, and other sources are maximized to provide a broad array of vocational training opportunities for special populations that would otherwise not be served.

The climate for providing quality vocational training for adults in need of training or retraining has been positive. Postsecondary school administrators have supported the establishment and operation of programs for adults by doing the following:

- Establishing a variety of short-term classes and offering those classes at convenient times and locations.

- Offering related instruction for apprentices by virtue of equipment donated by companies

- Providing self-employment and small business management to individuals who would otherwise be without training.

There was also awareness of the need for training adults by postsecondary coordinators. This awareness brought about interest in strategies and programs to meet the training needs of this population. Also there were efforts to use other agencies and organizations to identify and/or develop funds to expand facilities and furnish equipment for adult training programs.

Appendix A

Research Studies, Data Sources and Descriptions for 1993 Assessment

(**Note:** The source of the report or data is listed after each description. Availability of the actual report may be limited. Reports are listed in alphabetical order.)

Biennial Carl D. Perkins Job Training Partnership Act Evaluation Report (July 1, 1990 - June 30, 1992)

This report was done by the State Council on Vocational Education and evaluated the effectiveness of the Carl Perkins legislation and the JTPA legislation. The level of cooperation between the two funding sources was also analyzed. Data were obtained from the administering agencies and providers through reports, interviews, group conferences, and pertinent records. (Idaho State Council on Vocational Education, 106 North Sixth Street, Suite #205, Boise, Idaho 83702)

Business, Labor and Industry Data (Fall, 1993)

Data were collected directly from business, industry and labor. Some of the data were responses to structured interviews; much of the data were taken directly from studies conducted by the businesses themselves. The interviews were designed to update and verify information on needs of business and industry collected during the first assessment and to identify additional data having a bearing on workplace needs. Businesses, industry representatives and labor groups contacted in addition to those included in the Business roundtable discussions include: Boise Cascade, Publishing and Packaging Paper Division; National Electric Service Dealers Association; Micron Technology; Simplot; Seal Company (Construction); Red Lion Inns (Human Resource Officer); Hewlett Packard; Telco Electronics; FMC Corporation; Weight Watchers (Ore Ida); Pillsbury; Idaho Association of Commerce and Industry; Dept. of Commerce; Idaho Restaurant and Bar Association; Idaho PeterBilt; Cal's Service Parts; health care industry representatives; administrators of home services to Hispanic and Native American populations. *(Director of Short-Term Training, State Division of Vocational Education, 650 W. State, Boise, Idaho 83720-3650)*

Boise Business Barometer: 1993 Summary and 1994 Outlook

This publication of the Boise Area Chamber of Commerce quoted widely from presentations given by economic experts at the Economic Outlook Forum, 1993. Data were also taken from the Department of Employment, Intermountain Gas, Idaho Power, Boise Water Corp., US West, Idaho Department of Transportation, State Tax Commission, Idaho Registration Services, The Idaho Statesman, Boise Convention and Visitors Bureau, First Security Bank -Idaho Construction Report, and the Ada County Association of Realtors. *(Director of Research, State Division of Vocational Education, 650 W. State, Boise, Idaho 83720-3650)*

Census, Employment and Other Statistical Data

Data were taken from the 1990 census, Department of Employment statistics and projections made by organizations and businesses involved in collecting and analyzing data. *(SOICC, State Division of Vocational Education, 650 W. State, Boise, Idaho 83720-3650)*

Certification Data (October, 1993)

Data were taken from the applications for counselor and teacher certification. *(Certification Coordinator, State Division of Vocational Education, 650 W. State, Boise, Idaho 83720-3650)*

Civil Rights Compliance Annual Report (1992)

The 1992 audit of subrecipients for compliance with the Civil Rights Guidelines was conducted according to procedures identified in the Idaho State Division of Vocational Education Methods of Administration of the Office of Civil Rights Guidelines. Twenty-four subrecipients were included in the desk-level audit conducted during January, 1992. Six secondary school districts and one postsecondary vocational-technical school were selected for on-site review based on findings in the desk-level review. *(OCR Coordinator, State Division of Vocational Education, 650 W. State, Boise, Idaho 83720-3650)*

Comprehensive Guidance Model Assessment (July, 1993)

The State of Idaho has developed model guides (K-12 and adult) for comprehensive guidance and counseling programs patterned after the NOICC National Career Development Guidelines. Implementation projects across the state included a needs assessment component. Twenty-four Idaho school districts participated in the Idaho Comprehensive Guidance Project during FY92-FY93. This project was designed and initiated in 1989. At the present time, a total of forty-eight school districts (43% of all Idaho districts) have been involved in the project. This year's twenty-four school districts were asked to conduct an assessment of their students' needs in the area of guidance and counseling. Specifically, each school district identified their desirable program for guidance and counseling and compared it to their current program. Using this information, school districts identified their top three priorities for guidance program development. Each school district produced their own instructional units and implementation plans to address these priorities.

School districts utilized the following methodology to assess needs and identify priorities:

District-wide Guidance Advisory Committees: Each of the twenty-four school districts initiated working advisory committees with membership consisting of business and industry representatives, parents, school personnel, and other community members.

Surveys: Written survey instruments were developed and distributed to students, business and industry, teachers, school administrators, parents and community.

Time and Task Analysis: Logs were maintained for a period of one school

year by guidance and counseling personnel.
Self-Studies: School district personnel "in positions to know" described current practices and existing needs. Data were collected from students, parents, teachers, and businesses. *(Guidance Supervisor, State Division of Vocational Education, 650 W. State, Boise, Idaho 83720-3650)*

Curriculum Assessment

These data were obtained through an analysis and description of the curriculum development process used by the State Division of Vocational Education. *(Program Services supervisor, State Division of Vocational Education, 650 W. State St., Boise, ID 83720-3650)*

Determinants of Idaho Hispanic Female Participation in Adult Education Programs (April, 1992)

The purpose of this study was to identify the determinants of Idaho Hispanic female participation in adult education programs. A descriptive, correlational research design provided the framework. A purposeful sample totally 63 Hispanic female adults in Idaho was drawn, including 32 who were participating in an adult education program and 31 who were not. A researcher-designed questionnaire covering barriers to participation, attitude toward women, degree of acculturation, and socioeconomic and demographic characteristics was administered in either English or Spanish using small group interviews. *(Equity Coordinator, State Division of Vocational Education, 650 W. State, Boise, Idaho 83720-3650)*

Division Statistics: Enrollment, Special Populations, Program and Follow-up (Fall, 1993)

These data included enrollment statistics, one-year follow-up data, numbers of disadvantaged, students with disabilities, and minorities, and gender percentages. Data on the number and type of programs are also included. *(Director of Research, State Division of Vocational Education, 650 W. State, Boise, Idaho 83720-3650)*

Evaluations and Technical Visits

Program information gathered during technical support visits and regular program evaluations. The program evaluations were done on a five-year basis and involved local advisory committee members as well as representatives from the State Division. The technical visits were conducted by State Division program specialists. *(Professional Development, State Division of Vocational Education, 650 W. State, Boise, Idaho 83720-3650)*

Goals and Recommendations for Improving American Indian Education (February, 1993)

This report was a product of the Idaho Committee on Indian Education created by the Indian Tribes in the State of Idaho. The findings presented in this assessment take the form of the recommendations presented in the report. The recommendations were produced and published as a cooperative effort of The Alliance of Idaho Tribes, The State Board of Education, The State Department of Education and the State Division of Vocational Education. *(Special Populations Coordinator, State Division of Vocational Education, 650 W. State, Boise, Idaho*

83720-3650)

Hispanic Youth: Dropout Prevention (July, 1990 - confirmed, Fall, 1993)

This was the report of the Task Force on the Participation of Hispanic Students in Vocational Education Programs. Data were collected through a series of community meetings held throughout the state. Although these data were used in the last assessment, the Committee of Practitioners and others confirmed that the data were still relevant to this assessment. *(Associate Administrator, State Division of Vocational Education, 650 W. State, Boise, Idaho 83720-3650)*

Healthcare Needs Assessment (February, 1993)

The needs assessment was conducted between July 1992 and February 1993 by the Institute of Rural Health Studies, College of Health Related Professions at Idaho State University. The objectives of the project were to assess the current and future need for vocational-technical health care providers in Idaho. Job vacancy rates wgre estimated for 31 vocational-technical health care provider positions. The scope of the needs assessment was statewide with 143 key informants being interviewed (95% response rate). Key informants were administrators and/or providers at health facilities and agencies statewide. *(Health Supervisor, Division of Vocational Education, 650 W. State, Boise, Idaho 83720-3650)*

Idaho CPT Assessment

Two studies were conducted simultaneously during the 1992-93 school year to help the State of Idaho ascertain information regarding the Computerized Placement Test. The CPT's is an assessment program based on computer adaptive testing techniques. *(Director of Research, State Division of Vocational Education, 650 W. State, Boise, Idaho 83720-3650)*

Idaho School Profiles (Fall, 1993)

These school profiles are published by the State Department of Education based on data submitted to the Department. They detail dropout rates by grade level, enrollments, test scores, personnel statistics and financial information. *(Director of Research, State Division of Vocational Education, 650 W. State, Boise, Idaho 83720-3650)*

Idaho State Council on Vocational Education Public Meeting (April, 1993)

The purpose of the public meeting held in April of 1993 was to provide an opportunity for representatives from business and labor in the Twin Falls area to comment on the extent to which the vocational education delivery system in Idaho was meeting their needs. *(Executive Director, State Council on Vocational Education, 650 W. State, Boise, Idaho 83720-3650)*

Idaho Vocational-Technical Education Foundation Report (Fall, 1993)

The Foundation was established in 1983 as a non-profit corporation for the purpose of stimulating and promoting the best interests of vocational-technical education in Idaho. The Foundation receives and disseminates instructional equipment and

furniture donations from industries to secondary and postsecondary schools, seeks out resources to help provide technical upgrading opportunities for instructors, and generally promotes the support of business and industry for vocational-technical education. *(Director of Short-term Training, State Division of Vocational Education, 650 W. State, Boise, Idaho 83720-3650)*

Indicators of High School Dropouts in North Idaho (December, 1991)

This study of students of a North Idaho alternative school was completed in 1991. It used a survey of the students combined with analysis of student demographic characteristics to determine the most significant factors contributing to student dropouts. *(Director of Research, State Division of Vocational Education, 650 W. State, Boise, Idaho 83720-3650)*

Learning Outcome Priorities Survey Results (October, 1992)

This study was conducted in the Sugar-Salem school district during October of 1992. Data were collected from students, parents, teachers, college people, and employers. The data consisted of ratings of eight learner outcome priorities which were: risk takers; workers; consumers; well-rounded students; masters of core subjects; rule followers; communicators; and employees. *(Director of Research, State Division of Vocational Education, 650 W. State, Boise, Idaho 83720-3650)*

Measures and Standards - Secondary (Fall, 1993)

Measures and standards were implemented in the fall of 1992. At the time of this assessment, only one year's data were available. The measures were applied by the State Board for Vocational Education to all secondary vocational programs in the state. They focused on: 1) occupational skill attainment; 2) academic skill attainment; and 3) equity and access. Existing measures were used whenever possible. The academic measures were those adopted by the Department of Education. Several of those measures had to be applied to 11th grade students since that was the year in which the academic test was taken. For those measures, students who completed 3 or more semesters in a single vocational sequence were used to compute the data.

Sixty six percent of the 126 high schools in the state, representing approximately 73% of the students, sent measures data to the State Division. Of those, only 34.9% reported data on every measure. An additional 20.5 percent completed the necessary forms to allow the Division to calculate measures from the Tests of Achievement and Proficiency and/or placement. Some measures were collected on 86.5 percent of the schools. *(Director of Research, State Division of Vocational Education, 650 W. State, Boise, Idaho 83720-3650)*

Measures and Standards - Postsecondary (Fall, 1993)

Measures and standards were implemented in the fall of 1992. At the time of this assessment, only one year's data were available. The measures were applied by the State Board for Vocational Education to all postsecondary vocational programs in the state. They focused on: 1) basic and advanced academic skills; 2)

occupational skill attainment/enhancement; 3) labor market indicators; and 4) accessibility and access. Measures were applied to AAS/Certificate programs as well as short-term programs. Short-term measures, however, only focused on completion rates.

All of the postsecondary institutions submitted data for measures and standards. Two institutions submitted data for 100% of the measures, one institution submitted data for all but one of the measures and two institutions submitted data for all but two of the measures. *(Director of Research, State Division of Vocational Education, 650 W. State, Boise, Idaho 83720-3650)*

Perkins On-Site Reviews (Fall, 1993)

Teams from the State Division conducted on-site reviews of Perkins funded projects. Twenty percent of the schools were involved. *(Coordinator of Federal Programs, State Division of Vocational Education, 650 W. State, Boise ID 83720-3650.)*

Postsecondary Vocational-Technical School and Beyond (November, 1992)

This study was a profile of education and beyond experiences of 1987-1988 Idaho postsecondary vocational-technical education program participants. The study was completed in November of 1992. While the students in the study completed their program before the Perkins legislation, the value of the long-term follow-up information was useful in providing direction for the postsecondary vocational system. The study involved a transcript analysis of 2275 students and questionnaires sent to 1641 students. Employers for 322 of the students were also contacted. The response rate for the students was 48.4% and for the employers was 71.7%. *(Director of Research, State Division of Vocational Education, 650 W. State, Boise, Idaho 83720-3650)*

Tech Prep Regional Reports (July, 1993)

The first two years for Tech Prep activities in Idaho were targeted for the development of Tech Prep programs. These data were provided through the annual performance reports submitted by each of the Tech Prep regions. *(Tech Prep Coordinator, State Division of Vocational Education, 650 W. State, Boise, Idaho 83720-3650)*

Technical Committee Data (1991-1993)

Data from technical committee reports and were also used in the study. These reports were developed by business and industry representatives. *(Program Services, State Division of Vocational Education, 650 W. State, Boise, Idaho 83720-3650)*

Wilder Project

The project at Wilder high school involved collaboration and cooperation with the Wilder Jr/Sr High School, the State Division of Vocational Education and with the

Southwest Idaho Private Industry Council. It developed over the past four years and produced a state and nationally recognized Wilder-PIC Valued Youth Tutoring Program, a successful school-to-work Mentoring Program, a before and after school study center, the Think Tank and a very successful PIC-Wilder Summer Learning Laboratories. *(Special Populations Coordinator, State Division of Vocational Education, 650 W. State, Boise, Idaho 83720-3650)*

Women at Work: Following Postsecondary Female Vocational Students in Programs Nontraditional to Their Gender (July, 1991)

This study followed a group of women who were enrolled in or a graduate of a vocational-technical program nontraditional to their gender. Follow-up questions focused on their current educational and occupational status, level of satisfaction with training and job factors related to this satisfaction, experiences in finding work, and perceptions of equity. A population of 76 women were sampled, all of whom had been recipients of a vocational equity scholarship to pursue a nontraditional job. Data were collected via a mail survey which resulted in a 72% return rate. *(Equity Coordinator, State Division of Vocational Education, 650 W. State, Boise, Idaho 83720-3650)*

Appendix B

Occupational Employment Statistics Projections for 1987 - 2000
By County and Planning Area

A user of these data must keep in mind the following:

Occupational Employment Statistics Program (OES) data reflect the number of jobs in any occupation, not the number of people, since no attempt is made to correct for multiple job holders. No differentiation is made between full and part-time workers. The data presented are valid at the statewide level only. However, the sub-state estimates represent the best available data at this time.

The information presented here reflects projected future demand. The employment projections should be viewed as indices of direction (i.e. growth or decline) and the relative amount of projected change, not exact employment/opening figures.

Data Collection Design

This information represents occupational employment by county and state planning areas for the State of Idaho for base year 1987 and projected occupational employment to the year 2000. It is a product of the Idaho Department of Employment's, Bureau of Research and Analysis, Occupational Employment Statistics Program (OES).

Statewide estimates are developed for each occupation by industry (two-digit Standard Industrial Classification (SIC)) as part of the OES program. This information is used to establish projected occupational employment using the Utah Micro-Matrix System (see Occupational Employment 1987-2000 for a complete explanation of this methodology).

Distributions of employment by industry for each county were developed for the base year 1987 using percent of statewide employment by two-digit SIC occurring within a county. The county numbers were derived from Department of Employment industry records for 1987.

The Employment by industry distributions were then applied to the statewide occupational estimates by industry to derive county occupational employment by industry.

The occupational estimates were pooled at each county level (sum across industries for each occupation) resulting in summary occupational information for the 44 Idaho counties.

Finally, the occupational estimates by county were 'rolled up' to the planning area level.

Assumptions

In order to project occupational employment overall and to break it down to the county level the following assumptions were made:

1. The Idaho economy and population will continue to grow, reflecting past trends without major external factors impacting them (i.e. natural disaster, war, energy crisis, etc.).

2. The national change factors and separation rates applied to the data are valid for Idaho.

3. No dramatic increase or decrease in any specific industry will occur over the projected time frame.

4. The distribution of occupational employment by industry is the same at the county and area level as it is at the state level.

IDAHO
EMPLOYMENT by OCCUPATION
FOR OIS REGION I

OES CODE	OCCUPATIONAL TITLE	1987 STATE EMP	2000 STATE EMP	1987 REGION EMP	2000 REGION EMP	CHANGE
49011	SALESPERSONS, RETAIL	13603	17229	1354.6	1727.1	372.5
97101	TRUCK DRIVERS	11908	15031	1124.6	1426.7	302.1
32502	REGISTERED NURSES	4595	7156	505.8	789.7	283.9
19005	GENERAL MANAGERS AND TOP EXEC.	11032	13382	1125.3	1369.3	244.0
49023	CASHIERS	8617	10702	993.4	1233.7	240.3
65008	WAITERS AND WAITRESSES	6727	8520	843.7	1060.5	216.8
55199	GENERAL SECRETARIES	8333	10109	864.2	1050.3	186.1
79014	GARDENERS AND GROUNDSKEEPERS	3839	5438	400.7	579.3	178.6
68038	CHILD CARE WORKERS	5308	6623	697.5	868.5	171.0
31305	TEACHERS, ELEMENTARY	5203	6680	537.3	689.7	152.4
31308	TEACHERS, SECONDARY SCHOOL	4687	6146	483.6	634.2	150.6
67005	JANITORS AND CLEANERS, EXC.MAIDS	5612	7194	541.1	685.5	144.4
22126	ELECTRICAL & ELECTRONIC ENGINEER	1114	2127	140.0	271.6	131.6
93956	ALL OTHER ASSEMBLERS, FABRICATOR	2890	3644	474.6	600.4	125.8
85132	MAINTENANCE REPAIRERS, GEN.UTIL.	3884	4823	471.7	594.7	123.0
55347	GENERAL OFFICE CLERKS	7083	8239	755.1	875.2	120.1
21114	ACCOUNTANTS AND AUDITORS	3380	4523	358.5	478.0	119.5
66008	NURSING AIDES AND ORDERLIES	3697	4586	449.5	559.9	110.4
65041	COMB. FOOD PREPARATION, SERVICE	3686	4583	414.6	514.9	100.3
22505	ELECTRICAL & ELECTRONIC TECHNS.	1026	1838	121.7	218.1	96.4
65026	COOKS, RESTAURANT	2389	3111	311.6	404.7	93.1
43008	SALES AGENTS, REAL ESTATE	1754	2378	235.4	318.7	83.3
15011	PROPERTY, REAL ESTATE MANAGEMENT	1590	2215	210.3	293.2	82.9
73002	FALLERS AND BUCKERS	2059	2608	417.7	496.5	78.8
32505	LICENSED PRACTICAL NURSES	2352	3003	270.1	348.3	78.2
68005	HAIRDRESSERS AND COSMETOLOGISTS	4206	4778	534.5	608.1	73.6
65038	FOOD PREPARATION WORKERS	2356	2893	289.1	355.1	66.0
98999	ALL OTHER HELPER, LABORER, MOVER	3175	3588	439.5	504.2	64.7
43002	INSURANCE SALES WORKERS	1949	2572	203.2	267.6	64.4
49021	STOCK CLERKS, SALES FLOOR	3921	4526	392.5	456.0	63.5
87202	ELECTRICIANS	1645	2092	220.7	283.5	62.8
67002	MAIDS AND HOUSEKEEPING CLEANERS	2222	2673	399.1	460.4	61.3
65005	BARTENDERS	1867	2336	246.7	307.1	60.4
22135	MECHANICAL ENGINEERS	850	1385	79.4	138.2	58.8
51002	FIRST LINE SUPERVISORS, CLERICAL	3142	3729	311.2	369.3	58.1
87902	EARTH DRILLERS, EX. OIL & GAS	299	430	110.7	168.6	57.9
87402	PAINTERS AND PAPERHANGERS	1449	1888	184.9	242.3	57.4
98799	ALL OTHER HAND MATERIAL MOVERS	2186	2578	293.8	350.0	56.2
93999	ALL OTHER HAND WORKERS	1601	1976	241.1	296.5	55.4
65014	DINING ROOM & BARTENDER HELPERS	1436	1898	178.9	233.8	54.9
87502	PLUMBER, PIPEFITTER, STEAMFITTER	1424	1855	167.3	218.3	51.0
87102	CARPENTERS	1730	2163	209.0	259.5	50.5
81008	FIRST LINE SUPERV.: PRODUCTION	1708	2130	207.4	257.5	50.1
93914	WELDERS AND CUTTERS	1329	1650	160.2	209.3	49.1
92308	SAWING MACHINE OPERATOR/TENDER	864	994	318.8	367.2	48.4
65032	COOKS, SPECIALTY FAST FOOD	1776	2213	194.5	242.7	48.2
55305	RECEPTIONISTS,INFORMATION CLERKS	2809	3290	307.3	355.1	47.8
31521	TEACHERS AIDES, PARAPROFESSIONAL	1637	2098	169.0	216.6	47.6
65017	COUNTER ATTENDANTS	1576	1965	183.2	229.5	46.3
25102	COMPUTER SYSTEMS ANALYSTS, EDP	667	1028	79.7	125.7	46.0
66002	DENTAL ASSISTANTS	729	1058	97.5	141.6	44.1
85311	BUS, TRUCK, DIESEL ENG. MECHANIC	1593	1993	166.8	210.4	43.6
65028	COOKS, INSTITUTION OR CAFETERIA	2070	2474	222.8	265.8	43.0
13002	FINANCIAL MANAGERS	2024	2398	222.8	265.7	42.9
81002	FIRST LINE SUPERV.:MECH.& REPAIR	1672	1951	191.9	234.6	42.7
15026	FOOD SERVICE & LODGING MANAGERS	2893	3206	389.3	430.4	41.1
97111	BUS DRIVERS, SCHOOL	1743	2153	171.4	212.3	40.9
13011	MARKETING, ADV., PUBLIC REL.MGRS	1164	1517	134.5	174.8	40.3
97956	OPERATING ENGINEERS	1100	1391	137.6	177.9	40.3
83005	PRODUCTION INSPECTORS, GRADERS	950	1305	137.4	176.5	39.1
43021	TRAVEL AGENTS	358	627	50.3	87.9	37.6
98502	MACHINE FEEDERS AND OFFBEARERS	1460	1574	417.7	454.1	36.4
41002	FIRST LINE SUPERVISORS, SALES	2084	2465	192.9	228.7	35.8
31317	INSTRUCTORS, NONVOCATIONAL EDUC.	677	945	87.2	122.2	35.0
15005	EDUCATION ADMINISTRATORS	1073	1385	116.7	151.1	34.4
65099	ALL OTHER FOOD SERVICE WORKERS	990	1245	119.0	152.6	33.6
68014	AMUSEMENT & RECREATION ATTENDANT	749	947	125.7	158.5	32.8
73008	LOG HANDLING EQUIPMENT OPERATORS	462	595	128.1	160.7	32.6

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IDAHO
EMPLOYMENT by OCCUPATION
FOR OIS REGION I

OES CODE	OCCUPATIONAL TITLE	1987 STATE EMP	2000 STATE EMP	1987 REGION EMP	2000 REGION EMP	CHANGE
55105	MEDICAL SECRETARIES	622	872	80.6	113.1	32.5
73011	LOGGING TRACTOR OPERATORS	473	584	143.5	175.7	32.2
49999	ALL OTHER SALES & RELATED OCC.	1313	1619	142.5	173.9	31.4
55308	TYPISTS	1407	1704	150.4	181.7	31.3
19999	ALL OTHER MANAGERS & ADMINIST.	1619	1925	159.3	190.3	31.0
87905	BLASTERS AND EXPLOSIVES WORKERS	118	177	56.8	87.0	30.2
85123	MILLWRIGHTS	405	540	78.3	106.7	28.4
32908	DENTAL HYGIENISTS	416	627	55.7	84.0	28.3
49008	SALES REPS.EXC.SCIENTIF & RETAIL	2693	3002	222.3	250.5	28.2
81005	FIRST LINE SUPERV.:CONST.EXTRAC.	721	879	95.2	123.3	28.1
61099	ALL OTHER SERVICE SUPERVISORS	1020	1270	121.7	149.4	27.7
65002	HOSTS & HOSTESSES: REST., LOUNGE	1074	1306	144.1	171.7	27.6
65035	COOKS, SHORT ORDER	1009	1243	120.1	147.4	27.3
31399	ALL OTHER TEACHERS, INSTRUCTORS	906	1162	94.7	121.6	26.9
97923	EXCAVATION LOADING MACHINE OPER.	501	669	66.7	93.1	26.4
89108	MACHINISTS	728	886	96.9	123.0	26.1
97805	SERVICE STATION ATTENDANTS	1231	1425	148.7	174.5	25.8
85314	MOBILE HEAVY EQUIPMENT MECHANICS	608	732	95.6	121.4	25.8
27108	PSYCHOLOGISTS	661	858	83.7	109.4	25.7
24111	GEOLOGIST, GEOPHYSICIST, OCEANOG	337	461	52.6	78.2	25.6
31302	TEACHERS,PRESCHOOL & KINDERGARTN	795	1037	84.6	110.0	25.4
21511	PERSONNEL,TRAIN.,LABOR REL. SPEC	935	1193	93.7	118.9	25.2
55102	LEGAL SECRETARIES	729	968	77.5	102.7	25.2
34035	ARTISTS AND RELATED WORKERS	660	857	80.9	105.1	24.2
92965	CRUSHING & MIXING MACHINE OPER.	421	511	76.2	100.3	24.1
31299	ALL OTHER POST SECONDARY TEACHER	825	1059	85.0	109.1	24.1
22199	ALL OTHER ENGINEERS	740	1045	62.7	86.7	24.0
85302	AUTOMOTIVE MECHANICS	4009	4340	480.8	504.7	23.9
32308	PHYSICAL THERAPISTS	255	445	30.9	54.3	23.4
58028	TRAFFIC, SHIPPING, & REC. CLERKS	1623	1849	146.0	169.1	23.1
85119	ALL OTHER MACHINERY MECHANICS	878	1018	77.1	99.6	22.5
22514	DRAFTERS	865	1140	70.8	93.2	22.4
56011	COMPUTER OPERATORS, EXC. PERIPH.	665	891	62.7	84.7	22.0
32911	MEDICAL RECORDS TECHN.& TECHNOL.	197	401	21.3	43.2	21.9
57305	POSTAL MAIL CARRIERS	872	1080	91.4	113.2	21.8
63014	POLICE PATROL OFFICERS	983	1140	130.3	152.1	21.8
15014	INDUSTRIAL PRODUCTION MANAGERS	633	787	89.9	111.7	21.8
31311	TEACHERS, SPECIAL EDUCATION	744	955	76.8	98.6	21.8
13017	ENGINEER., MATH., NAT. SCI. MGR.	725	899	76.6	98.3	21.7
32105	DENTISTS	1197	1356	159.9	181.2	21.3
85902	HEATING, A/C, REFRIG. MECHANICS	683	857	78.9	100.1	21.2
66005	MEDICAL ASSISTANTS	323	485	41.0	61.6	20.6
98902	HAND PACKERS AND PACKAGERS	2094	2350	142.3	162.5	20.2
85305	AUTOMOTIVE BODY,RELATED REPAIRER	967	1150	111.8	132.0	20.2
49017	COUNTER AND RENTAL CLERKS	615	830	62.7	82.8	20.1
21999	ALL OTHER MANAGEMENT SUPPORT OCC	1006	1220	101.7	121.7	20.0
31314	TEACHERS, VOCATIONAL EDUCATION	645	840	67.1	87.0	19.9
32902	MED./CLINICAL LAB. TECHNOLOGISTS	475	646	53.5	73.3	19.8
65021	BAKERS, BREAD AND PASTRY	479	634	62.1	81.3	19.2
53905	TEACHER AIDES & EDUC. ASSISTANTS	618	802	64.6	83.8	19.2
43014	SECURITIES, FINANCIAL SERV.SALES	538	735	50.5	69.6	19.1
98905	VEHICLE, EQUIPMENT CLEANERS	766	968	82.1	100.8	18.7
92717	SEWING MACH. OPERATOR, GARMENT	245	316	70.9	89.5	18.6
32114	VETERINARIANS, VET. INSPECTORS	372	526	36.2	54.5	18.3
65023	BUTCHERS AND MEAT CUTTERS	676	833	77.0	95.3	18.3
21108	LOAN OFFICERS AND COUNSELORS	859	1056	76.4	94.7	18.3
61008	HOUSEKEEPERS, INSTITUTIONAL	699	855	94.8	112.9	18.1
31321	INSTRUCTORS AND COACHES, SPORTS	577	703	78.8	96.4	17.6
85717	ELECTRONICS REPAIRERS,COMM.&IND.	254	429	26.5	44.0	17.5
32102	PHYSICIANS AND SURGEONS	1555	1684	205.4	222.7	17.3
13014	ADMINISTRATIVE SERVICES MANAGER	806	978	89.5	106.5	17.0
98319	HELPERS, ALL OTHER CONSTRUCTION	93	127	37.1	53.8	16.7
21308	PURCHASING AGENT EX.WHO/RET/FARM	645	782	74.3	90.9	16.6
58008	PRODUCTION, EXPEDITING CLERKS	333	490	35.5	51.9	16.4
89132	SHEET METAL WORKERS	525	651	60.2	76.3	16.1
63017	CORRECTION OFFICERS AND JAILERS	434	567	50.4	66.4	16.0
66099	ALL OTHER HEALTH SERVICE WORKERS	359	515	37.5	53.5	16.0
89311	CABINETMAKERS & BENCH CARPENTERS	346	394	107.0	123.0	16.0

IDAHO
EMPLOYMENT by OCCUPATION
FOR OIS REGION I

OES CODE	OCCUPATIONAL TITLE	1987 STATE EMP	2000 STATE EMP	1987 REGION EMP	2000 REGION EMP	CHANGE
25105	COMPUTER PROGRAMMERS	814	1032	60.5	76.4	15.9
63047	GUARDS AND WATCH GUARDS	935	1190	94.5	110.3	15.8
92998	ALL OTHER MACHINE OPERATORS	777	925	74.8	90.2	15.4
59999	ALL OTHER CLERICAL & ADM.SUPPORT	938	1102	95.8	111.1	15.3
55311	TYPISTS, WORD PROCESSING EQUIP.	644	820	61.5	76.8	15.3
98312	HELPERS, CARPENTERS	602	763	56.5	71.6	15.1
63008	FIRE FIGHTERS	684	794	91.3	106.1	14.8
13005	PERSONNEL,TRAINING,LABOR REL.MGR	408	526	50.6	65.4	14.8
32517	PHARMACISTS	687	827	78.9	93.6	14.7
32999	ALL OTHER HEALTH PROF.,PARA,TECH	567	704	57.9	72.6	14.7
71005	FARM MANAGERS	610	1078	19.1	33.7	14.6
79002	FOREST AND CONSERVATION WORKERS	2039	2164	256.8	271.3	14.5
15023	COMMUNICATION,TRANSP.,UTIL.MGRS	653	779	74.9	89.1	14.2
73005	CHOKE SETTERS	244	281	91.6	105.6	14.0
87808	ROOFERS	486	596	59.3	73.1	13.8
87711	HIGHWAY MAINTENANCE WORKERS	1196	1306	144.8	158.4	13.6
55332	INTERVIEWING CLERKS,EX.PERSONNEL	230	327	31.7	45.2	13.5
92314	WOODWORKING MACHINE OPERATORS	246	282	90.6	104.1	13.5
22302	ARCHITECTS, EXC. LAND. & MARINE	649	768	67.9	81.4	13.5
24505	CHEMICAL TECHNICIANS, EXC.HEALTH	371	485	34.1	47.3	13.2
53902	LIBRARY ASSISTANTS & BOOKMOBILE	433	562	46.2	58.8	12.6
97938	GRADER, DOZER, SCRAPER OPERATORS	364	446	51.8	64.3	12.5
34023	PHOTOGRAPHERS	519	618	64.6	76.9	12.3
79999	ALL OTHER AGRIC.,FOREST,FISH.	1718	1914	110.5	122.8	12.3
85328	SMALL ENGINE SPECIALISTS	370	438	52.0	64.3	12.3
95099	ALL OTHER PLANT AND SYSTEM OCC.	233	288	32.2	44.4	12.2
49014	SALESPERSONS, PARTS	1616	1740	164.7	176.8	12.1
89999	ALL OTHER PRECISION WORKERS	339	392	76.7	88.8	12.1
15008	MEDICINE AND HEALTH SERV. MGRS	383	492	42.4	54.4	12.0
87311	CONCRETE AND TERRAZZO FINISHERS	436	545	47.5	59.5	12.0
24105	CHEMISTS, EXCEPT BIOCHEMISTS	267	410	19.4	31.3	11.9
32508	EMERGENCY MEDICAL TECHNICIANS	222	283	38.8	50.5	11.7
24599	ALL OTHER SCIENCE TECHNICIANS	458	568	46.3	58.0	11.7
22108	MINING ENGINEERS, INC. SAFETY	52	77	16.2	27.9	11.7
53702	COURT CLERKS	340	426	46.6	58.3	11.7
93926	CUTTERS AND TRIMMERS, HAND	134	165	43.7	55.3	11.6
58005	DISPATCHERS: EXC. POL.,FIRE,AMB.	449	568	40.7	52.0	11.3
32921	RADIOLOGIC TECHNICIANS	267	363	31.5	42.8	11.3
92512	OFFSET LITHOGRAPHIC PRESS SETTER	250	360	24.1	35.1	11.0
34051	MUSICIANS, INSTRUMENTAL	336	422	42.3	53.3	11.0
31216	ENGLISH & FOREIGN LANG. TEACHERS	378	485	39.0	50.0	11.0
21902	COST ESTIMATORS	419	521	42.8	53.7	10.9
92311	WOODWORKING MACHINE SETTER/OPER.	197	226	72.5	83.3	10.8
27311	RECREATION WORKERS	477	554	65.9	76.7	10.8
15017	CONSTRUCTION MANAGERS	538	651	51.3	62.1	10.8
85999	ALL OTHER MECHANICS, INSTALLERS	428	486	48.6	59.4	10.8
89505	CUSTOM TAILORS AND SEWERS	469	554	57.5	68.3	10.8
92923	FURNACE, KILN, OVEN,KETTLE OPER.	534	627	54.8	65.5	10.7
53302	INSURANCE ADJUSTERS,INVESTIGATOR	412	609	27.1	37.8	10.7
89399	ALL OTHER PRECISION WOODWORKERS	184	212	68.7	79.4	10.7
81017	FIRST LINE SUPERV.:HELP,LABORERS	243	324	27.6	38.2	10.6
81099	ALL OTHER FIRST LINE SUPERVISORS	561	695	50.1	60.7	10.6
39999	ALL OTHER PROF.,PARAPROF.,TECHN.	938	1014	112.3	122.9	10.6
28305	PARALEGAL PERSONNEL	125	221	13.9	24.5	10.6
22121	CIVIL ENGINEERS, INCL. TRAFFIC	585	694	56.4	66.8	10.4
34011	REPORTERS AND CORRESPONDENTS	462	561	53.3	63.6	10.3
34058	ATHLETE, COACH, UMPIRE & RELATED	281	358	36.0	46.2	10.2
53508	BILL AND ACCOUNT COLLECTORS	397	524	33.5	43.7	10.2
31502	LIBRARIANS, PROFESSIONAL	447	546	49.6	59.7	10.1
31514	VOCATIONAL & EDUC. COUNSELORS	317	410	33.6	43.6	10.0
91705	WELDING MACHINE OPERATORS	166	227	25.3	35.2	9.9
93114	ELECTRICAL, ELECTRONIC ASSEMBLER	300	381	29.7	39.5	9.8
53123	ADJUSTMENT CLERKS	397	503	38.2	48.0	9.8
31210	SOCIAL SCIENCE TEACHERS	339	435	35.0	44.8	9.8
31218	ART, DRAMA, AND MUSIC TEACHERS	333	428	34.3	44.1	9.8
98705	REFUSE COLLECTORS	447	547	47.3	56.9	9.6
66017	PHYSICAL, CORRECT.THERAPY ASSIST	135	215	16.4	26.0	9.6
92726	LAUNDRY, DRYCLEANING MACH. OPER.	659	737	85.9	95.4	9.5

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IDAHO
EMPLOYMENT by OCCUPATION
FOR OIS REGION I

OES CODE	OCCUPATIONAL TITLE	1987 STATE EMP	2000 STATE EMP	1987 REGION EMP	2000 REGION EMP	CHANGE
53808	HOTEL DESK CLERKS	353	394	80.5	90.0	9.5
43011	REAL ESTATE APPRAISERS	299	369	39.6	49.0	9.4
55335	CUSTOMER SERVICE REPS, UTILITIES	386	456	50.3	59.6	9.3
32314	SPEECH PATHOLOGISTS,AUDIOLOGISTS	210	292	23.8	33.1	9.3
97108	BUS DRIVERS	329	428	32.2	41.5	9.3
97989	ALL OTHER TRANSP.,MAT.MOVING OPR	452	511	53.2	62.4	9.2
34017	ANNOUNCERS, RADIO AND TV	366	421	58.9	68.0	9.1
31117	GRADUATE ASSISTANTS, TEACHING	310	398	31.9	41.0	9.1
22511	MECHANICAL ENGINEERING TECHN.	324	449	20.5	29.6	9.1
89921	DENTAL LABORATORY TECHNICIANS	170	237	22.5	31.4	8.9
85723	ELECTRICAL POWERLINE INSTAL/RPR.	498	579	52.7	61.4	8.7
89111	TOOL GRINDERS,FILERS,SHARPENERS	169	198	51.5	60.1	8.6
32302	RESPIRATORY THERAPISTS	145	223	15.4	23.9	8.5
81011	FIRST LINE SUPERV.: TRANSPORT.	292	338	31.2	39.7	8.5
22128	INDUSTRIAL ENGINEERS,EXC. SAFETY	197	298	14.5	23.0	8.5
15021	MINING AND RELATED MANAGERS	47	71	14.4	22.9	8.5
32928	SURGICAL TECHNICIANS	59	95	13.9	22.3	8.4
85128	MACHINERY MAINTENANCE WORKERS	154	189	29.8	38.2	8.4
87708	PAVING, SURFACING, TAMPING	399	488	38.7	47.1	8.4
22105	METALLURGISTS AND REL. ENGINEERS	69	109	10.4	18.7	8.3
87999	ALL OTHER CONSTR. & EXTRACTIVE	201	252	38.4	46.6	8.2
98102	MECHANIC AND REPAIRER HELPERS	446	524	48.2	56.3	8.1
79017	ANIMAL CARETAKERS, EXCEPT FARM	503	577	45.8	53.9	8.1
27302	SOCIAL WORKER, MED.& PSYCHIATRIC	251	324	27.7	35.7	8.0
97951	CONVEYOR OPERATORS AND TENDERS	398	445	35.9	43.7	7.8
67099	ALL OTHER CLEAN,BUILDING SERVICE	471	538	50.9	58.7	7.8
31505	TECHNICAL ASSISTANTS, LIBRARY	251	323	27.0	34.7	7.7
53102	TELLERS	1729	1798	171.4	179.1	7.7
53805	RESERVATION & TRANS.TICKET AGENT	272	342	30.4	38.0	7.6
58002	DISPATCHER:POLICE,FIRE,AMBULANCE	465	520	63.0	70.5	7.5
24302	FORESTER, CONSERVATION SCIENTIST	775	794	113.6	120.8	7.4
43023	SALES AGENTS, ADVERTISING	335	417	35.7	43.0	7.3
22599	ALL OTHER ENGINEERING TECHNICIAN	580	645	63.7	71.0	7.3
63032	SHERIFFS AND DEPUTY SHERIFFS	479	531	66.2	73.3	7.1
31202	LIFE SCIENCE TEACHERS	239	307	24.7	31.8	7.1
15002	POSTMASTERS, MAIL SUPERINTENDENT	288	357	30.2	37.3	7.1
13008	PURCHASING MANAGERS	1007	1077	104.4	111.4	7.0
97199	ALL OTHER MOTOR VEHICLE OPERATOR	92	121	17.3	24.1	6.8
61005	POLICE AND DETECTIVE SUPERVISORS	259	308	34.2	40.9	6.7
85317	RAIL CAR REPAIRERS	67	83	13.3	20.0	6.7
49005	SALES REPS,SCIENTIF.PROD.EXC.RET	641	731	44.3	51.0	6.7
66011	HOME HEALTH AIDES	217	272	23.3	30.0	6.7
89511	SHOE AND LEATHER WORKERS	123	182	12.8	19.5	6.7
24399	ALL OTHER LIFE SCIENTISTS	260	323	25.0	31.6	6.6
32917	RADIOLOGIC TECHNOLOGISTS	161	221	17.9	24.5	6.6
85117	MACHINERY MECH.:UNDERGROUND MINE	21	33	11.4	18.0	6.6
92926	LOW PRESSURE BOILER OPERATOR	176	204	35.3	41.8	6.5
65011	FOOD SERVERS, OUTSIDE	191	244	28.0	34.5	6.5
92721	SEWING MACH. OPER., NON-GARMENT	262	315	36.9	43.3	6.4
32905	MED./CLINICAL LAB. TECHNICIANS	189	250	20.4	26.8	6.4
34038	DESIGNERS, EXC. INTERIOR DESIGN.	315	377	30.3	36.7	6.4
27305	SOCIAL WORKERS, EX. MED.& PSYCH.	545	606	55.1	61.5	6.4
97702	AIRCRAFT PILOTS,FLIGHT ENGINEERS	229	294	22.5	28.8	6.3
19002	PUBLIC ADMIN., LEG., GEN. ADMIN.	378	423	52.1	58.3	6.2
57102	SWITCHBOARD OPERATORS	619	708	56.3	62.5	6.2
97941	HOIST AND WINCH OPERATORS	76	91	28.2	34.4	6.2
58017	WEIGHERS, MEASURERS, CHECKERS	114	135	26.4	32.5	6.1
97502	CAPTAINS, WATER VESSEL	38	55	13.4	19.5	6.1
21199	ALL OTHER FINANCIAL SPECIALISTS	267	312	33.1	39.1	6.0
85953	TIRE REPAIRERS AND CHANGERS	573	640	67.2	73.2	6.0
95323	AIRCRAFT MECHANICS	236	297	23.0	28.9	5.9
25302	OPERATIONS AND SYSTEMS ANALYSTS	89	136	11.0	16.8	5.8
89308	WOOD MACHINISTS	147	164	41.9	47.7	5.8
57308	POSTAL SERVICE CLERKS	288	343	30.2	35.9	5.7
95002	WATER & WASTE TREAT. PLANT OPER.	265	307	35.5	41.2	5.7
63035	PRIVATE DETECTIVE & INVESTIGATOR	261	362	15.4	21.1	5.7
27308	SOCIAL SERVICE TECHNICIANS	213	267	22.4	28.1	5.7
31224	MATHEMATICAL SCIENCE TEACHERS	193	248	19.9	25.6	5.7

IDAHO
EMPLOYMENT by OCCUPATION
FOR OIS REGION I

OES CODE	OCCUPATIONAL TITLE	1987 STATE EMP	2000 STATE EMP	1987 REGION EMP	2000 REGION EMP	CHANGE
34002	WRITERS AND EDITORS	283	344	27.8	33.4	5.6
32521	DIETITIANS AND NUTRITIONISTS	154	201	16.9	22.3	5.4
32305	OCCUPATIONAL THERAPISTS	69	115	7.7	13.0	5.3
34008	PUBLIC RELATIONS SPECIALISTS	118	167	13.4	18.7	5.3
68035	SOCIAL WELFARE SERVICE AIDES	147	198	15.5	20.8	5.3
43005	BROKERS, REAL ESTATE	120	158	16.6	21.8	5.2
24508	NUCLEAR TECHNICIAN, TECHNOLOGIST	244	335	14.0	19.1	5.1
85705	DATA PROCESSING EQUIP. REPAIRERS	216	288	16.7	21.8	5.1
24305	AGRICULTURAL AND FOOD SCIENTISTS	308	359	32.2	37.2	5.0
92953	COATING, PAINTING MACH. OPER.	139	174	23.9	28.9	5.0
32511	PHYSICIAN ASSISTANTS	175	217	22.0	27.0	5.0
43017	SALES AGENTS, BUSINESS SERVICES	216	272	21.8	26.8	5.0
97935	SHUTTLE CAR OPERATORS	16	25	8.8	13.7	4.9
25108	COMPUTER PROGRAMMER AIDES	260	328	21.1	26.0	4.9
53121	LOAN AND CREDIT CLERKS	512	567	41.8	46.6	4.8
91702	WELDING MACHINE SETTER/OPERATOR	66	92	11.6	16.3	4.7
68002	BARBERS	177	212	23.1	27.8	4.7
92305	HEAD SAWYERS	76	88	28.4	32.9	4.5
24308	BIOLOGICAL SCIENTISTS	299	342	29.9	34.4	4.5
21911	COMPLIANCE & ENFORCE. INSPECTORS	528	561	55.6	60.1	4.5
79008	LOG GRADERS AND SCALERS	80	92	30.0	34.5	4.5
83002	PRECISION INSPEC.,TESTERS,&GRADE	129	185	10.0	14.5	4.5
87989	ALL OTHER EXTRACTIVE OCC.,EX.HEL	32	40	10.1	14.6	4.5
66026	PHARMACY ASSISTANTS	130	168	13.4	17.8	4.4
92728	PRESSING MACH.OPERATOR, TEXTILES	162	181	23.0	27.3	4.3
92302	SAWING MACHINE SETTER/OPERATOR	75	86	27.2	31.5	4.3
87949	ALL OTHER MINING MACH. OPERATORS	19	29	7.3	11.6	4.3
92997	ALL OTHER MACHINE SETTERS/OPER.	296	335	26.4	30.7	4.3
31114	NURSING INSTRUCTORS	129	167	13.3	17.5	4.2
87302	BRICK MASONS	206	245	21.8	26.0	4.2
92974	PACKAGING & FILLING MACHINE OPER	1015	1133	28.3	32.4	4.1
79005	NURSERY WORKERS	192	275	13.4	17.5	4.1
69999	ALL OTHER SERVICE WORKERS	294	339	25.2	29.2	4.0
22502	CIVIL ENGINEERING TECHNICIANS	308	354	27.1	31.0	3.9
53708	LICENSE CLERKS	323	351	41.2	45.1	3.9
91321	MACHINE FORMING OPERATORS, M/P	166	225	10.4	14.2	3.8
21914	TAX EXAMINER,COLLECTOR,REV.AGENT	237	271	26.3	30.1	3.8
87802	INSULATION WORKERS	142	175	15.2	19.0	3.8
87814	STRUCTURAL METAL WORKERS	175	211	18.4	22.2	3.8
22521	SURVEYING AND MAPPING TECHNICIAN	177	199	20.3	24.1	3.8
57311	MESSENGERS	246	282	26.6	30.3	3.7
21117	BUDGET ANALYSTS	168	213	14.7	18.4	3.7
56014	PERIPHERAL EDP EQUIP. OPERATORS	98	142	8.6	12.2	3.6
56099	ALL OTHER OFFICE MACH. OPERATORS	141	181	17.9	21.5	3.6
55314	PERSONNEL CLERKS, EXCEPT PAYROLL	341	377	34.6	38.2	3.6
66014	PSYCHIATRIC AIDES	141	156	33.2	36.7	3.5
57108	CENTRAL OFFICE OPERATORS	136	159	22.0	25.5	3.5
92971	EXTRUDING & FORMING OPERATOR	207	245	17.2	20.6	3.4
21905	MANAGEMENT ANALYSTS	299	328	37.7	41.1	3.4
93947	PAINTING AND COATING, HAND	90	113	11.6	15.0	3.4
63099	ALL OTHER PROTECTIVE SERVICE	202	229	24.6	28.0	3.4
85947	COIN & VENDING MACHINE SERVICERS	285	329	22.6	26.0	3.4
89708	PRECISION LITHOGRAPHERS & PHOTO.	106	140	9.4	12.8	3.4
79011	GRADERS & SORTERS, AGRIC.PRODUCT	714	793	24.8	28.1	3.3
53105	NEW ACCOUNTS CLERKS	266	299	25.1	28.4	3.3
31212	HEALTH SPECIALTIES TEACHERS	104	134	10.6	13.9	3.3
53502	WELFARE ELIGIBILITY WORKERS	283	313	29.2	32.4	3.2
32317	RECREATION THERAPISTS	62	87	6.8	9.9	3.1
61002	FIRE FIGHTING & PREV.SUPERVISORS	133	154	17.3	20.3	3.0
91508	COMBINATION & CH.TOOL OPER., M/P	52	70	8.4	11.4	3.0
49026	VENDORS,SOLI TORS,DOOR-TO-DOOR	153	184	15.3	18.3	3.0
87308	HARD TILE SETTERS	82	103	10.3	13.3	3.0
97114	TAXI DRIVERS AND CHAUFFEURS	55	76	6.5	9.3	2.8
22114	CHEMICAL ENGINEERS	282	392	5.9	8.7	2.8
91905	LATHE,TURNING MACH.SETTER/OP,M/P	159	192	13.0	15.7	2.7
34005	TECHNICAL WRITERS	90	125	6.7	9.4	2.7
83099	ALL OTHER INSPECTORS, TESTERS	118	138	11.4	14.1	2.7
89123	JEWELERS AND SILVERSMITHS	161	181	20.2	22.9	2.7

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IDAHO
EMPLOYMENT by OCCUPATION
FOR OIS REGION I

OES CODE	OCCUPATIONAL TITLE	1987 STATE EMP	2000 STATE EMP	1987 REGION EMP	2000 REGION EMP	CHANGE
24199	ALL OTHER PHYSICAL SCIENTISTS	149	177	10.3	12.9	2.6
98311	HELPERS, MASONS & TILE SETTERS	145	169	15.8	18.4	2.6
85502	CENTRAL OFFICE & PBX INSTAL/RPR.	239	254	38.4	41.0	2.6
89902	FOUNDRY MOLD AND CORE MAKERS	17	23	7.5	10.1	2.6
21917	ASSESSORS	181	199	24.4	26.9	2.5
92519	ALL OTHER PRINTING PRESS SET/OP.	80	100	9.6	12.1	2.5
92956	CEMENTING & GLUING MACHINE OPER.	53	61	15.9	18.4	2.5
53908	ADVERTISING CLERKS	72	100	6.2	8.7	2.5
22311	SURVEYING AND MAPPING SCIENTISTS	119	134	12.1	14.5	2.4
87899	ALL OTHER CONSTRUCTION WORKERS	184	204	17.6	20.0	2.4
63011	POLICE DETECTIVES	179	196	23.1	25.4	2.3
49002	SALES ENGINEERS	52	68	8.1	10.4	2.3
31204	CHEMISTRY TEACHERS	79	101	8.1	10.4	2.3
31222	ENGINEERING TEACHERS	81	104	8.3	10.6	2.3
92543	PRINTING PRESS MACHINE OPERATOR	162	202	8.1	10.3	2.2
24502	BIOLOGICAL, AGRIC., FOOD TECHN.	321	355	24.4	26.6	2.2
21508	EMPLOYMENT INTERVIEWERS	128	165	10.5	12.7	2.2
89508	UPHOLSTERERS	143	162	16.1	18.3	2.2
68017	GUIDES	23	29	6.3	8.4	2.1
31209	ALL OTHER PHYS. SCIENCE TEACHERS	75	96	7.8	9.9	2.1
53126	STATEMENT CLERKS	61	80	6.3	8.4	2.1
85326	AIRCRAFT ENGINE SPECIALISTS	64	82	6.3	8.3	2.0
93953	GRINDING AND POLISHING, HAND	37	45	7.7	9.6	1.9
71002	FARMERS	232	283	6.9	8.8	1.9
98315	HELPERS, PLUMBERS, PIPEFITTERS	122	143	12.4	14.3	1.9
85926	OFFICE MACHINE,REGISTER SERVICER	248	268	21.5	23.4	1.9
31226	COMPUTER SCIENCE TEACHERS	71	91	7.4	9.3	1.9
55326	PROCUREMENT CLERKS	129	142	17.9	19.8	1.9
91117	MACHINE TOOL CUTTING OPER., M/P	54	71	5.8	7.6	1.8
92100	ALL OTHER MET.&PLAS.MACH.SET/OPS	109	132	8.4	10.2	1.8
31517	INSTRUCTIONAL COORDINATORS	97	116	9.8	11.6	1.8
87805	SHEET METAL DUCT INSTALLERS	108	125	11.9	13.7	1.8
53914	REAL ESTATE CLERKS	89	102	10.1	11.8	1.7
53705	MUNICIPAL CLERKS	121	135	16.8	18.5	1.7
22132	SAFETY ENGINEERS, EXCEPT MINING	133	171	7.5	9.2	1.7
31206	PHYSICS TEACHERS	58	74	5.9	7.6	1.7
92947	PAINTERS, TRANSPORTATION EQUIP.	62	78	7.0	8.6	1.6
93935	CANNERY WORKERS	4173	4312	45.4	47.0	1.6
66023	AMBULANCE DRIVERS & ATTENDANTS	34	41	5.8	7.4	1.6
21105	CREDIT ANALYSTS	108	124	9.6	11.2	1.6
68021	USHERS, LOBBY ATT., TICKET TAKER	90	108	8.5	10.1	1.6
34056	PROD.,DIRECT.,ACTORS,ENTERTAINER	49	62	6.5	8.1	1.6
87602	CARPET INSTALLERS	97	112	11.7	13.3	1.6
89914	PHOTOGRAPHIC PROCESS WORKERS	67	87	6.1	7.7	1.6
92525	BINDERY MACHINE SETTER/OPERATOR	70	87	6.1	7.6	1.5
68008	MANICURISTS	64	78	8.2	9.7	1.5
85938	MOBILE HOME INSTALLER & REPAIRER	121	128	20.0	21.5	1.5
89705	JOB PRINTERS	69	87	5.6	7.1	1.5
95028	POWER DISTRIBUTORS & DISPATCHERS	99	112	10.4	11.8	1.4
34053	DANCERS AND CHOREOGRAPHERS	46	56	7.3	8.7	1.4
39005	TRAFFIC TECHNICIANS	330	344	32.0	33.4	1.4
87314	REINFORCING METAL WORKERS	76	90	7.3	8.7	1.4
87508	PIPELAYERS	120	137	13.4	14.8	1.4
89135	BOILERMAKERS	69	86	5.9	7.3	1.4
56002	BILL., POST, CALCULATING MACH.OP	237	249	21.6	22.9	1.3
91914	FOUNDRY MOLD ASSEMBLY/SHAKEOUT	13	16	5.7	7.0	1.3
92914	PAPER GOODS MACHINE SETTER/OPER.	100	124	5.2	6.5	1.3
97899	ALL OTHER TRANSPORTATION WORKERS	120	137	7.1	8.4	1.3
57302	MAIL CLERKS, EXC. MAIL MACHINE	333	346	31.5	32.9	1.3
91714	STRUCTURAL METAL FABRICATORS	104	126	6.1	7.3	1.2
56005	DUPLICATING MACHINE OPERATORS	55	70	5.0	6.2	1.2
56008	MAIL MACHINE OPERATORS	65	81	5.4	6.6	1.2
21908	CONSTRUCTION, BUILDING INSPECTOR	149	161	17.6	18.8	1.2
28302	LAW CLERKS	71	82	8.4	9.6	1.2
28311	TITLE EXAMINERS AND ABSTRACTORS	96	122	6.7	7.9	1.2
85928	MECHANICAL CONTROL INSTAL.& REPR	100	111	10.7	11.9	1.2
87105	CEILING TILE INSTALLERS	55	66	6.7	7.9	1.2
58099	ALL OTHER MATERIAL WORKERS	71	82	8.6	9.7	1.1

IDAHO
EMPLOYMENT by OCCUPATION
FOR OIS REGION I

OES CODE	OCCUPATIONAL TITLE	1987 STATE EMP	2000 STATE EMP	1987 REGION EMP	2000 REGION EMP	CHANGE
92905	MOTION PICTURE PROJECTIONISTS	62	75	5.6	6.7	1.1
32399	ALL OTHER THERAPISTS	124	132	13.0	14.1	1.1
95021	POWER GENERATING PLANT OPERATOR	87	98	9.6	10.7	1.1
27102	ECONOMISTS, MARKET ANALYSTS	118	123	14.6	15.7	1.1
27105	URBAN AND REGIONAL PLANNERS	70	79	8.5	9.6	1.1
21111	TAX PREPARERS	111	129	8.4	9.5	1.1
85118	MACHINERY MECHANICS: PLANT	111	123	10.6	11.7	1.1
58021	MARKING CLERKS	99	115	7.6	8.7	1.1
85599	ALL OTHER COMMUN.EQUIP.MECHANICS	46	53	7.3	8.4	1.1
85711	ELECTR. HOME APPL. & POWER TOOL	146	163	10.3	11.4	1.1
85714	ELECTRIC MOTOR REPAIRERS	123	145	7.7	8.8	1.1
21305	PURCHASING AGENTS & BUYERS, FARM	198	219	9.7	10.8	1.1
92951	COATING, PAINTING SETTER/OPER.	30	35	5.0	6.1	1.1
89805	BAKERS, MANUFACTURING	76	91	6.0	7.1	1.1
92705	TEXTILE MACHINE OPERATORS	22	24	10.7	11.7	1.0
87817	FENCE ERECTORS	63	72	6.7	7.7	1.0
28399	ALL OTHER LEGAL ASSISTANTS	173	191	15.7	16.7	1.0
31111	LECTURERS	101	110	11.2	12.2	1.0
87108	DRYWALL INSTALLERS	59	68	6.5	7.5	1.0
98316	HELPERS, ROOFERS	65	75	7.1	8.1	1.0
53311	INSURANCE CLAIMS CLERKS	144	158	10.6	11.5	0.9
39011	FUNERAL DIRECTORS AND MORTICIANS	82	90	9.1	10.0	0.9
85721	POWERHOUSE & RELAY ELECTRICIANS	61	69	6.5	7.4	0.9
58026	ORDER FILLERS, SALES	490	506	39.8	40.6	0.8
32523	DIETETIC TECHNICIANS	68	76	7.2	8.0	0.8
98313	HELPERS, ELECTRICIANS	71	81	7.6	8.4	0.8
73099	ALL OTHER TIMBER CUTTING WORKERS	47	51	13.9	14.7	0.8
27199	ALL OTHER SOCIAL SCIENTISTS	66	73	6.8	7.6	0.8
32111	PODIATRISTS	43	49	5.7	6.5	0.8
87811	GLAZIERS	312	318	36.8	37.6	0.8
68023	BAGGAGE PORTERS AND BELLHOPS	79	82	18.5	19.2	0.7
85911	ELECTRIC METER INSTALLERS/REPAIR	51	58	5.6	6.3	0.7
21302	WHOLESALE, RETAIL BUYERS,EX.FARM	776	779	80.1	80.8	0.7
89802	SLAUGHTERERS AND BUTCHERS	658	704	7.1	7.7	0.6
97317	RAILROAD BRAKE, SIGNAL, SWITCH	374	381	15.4	16.0	0.6
34028	BROADCAST TECHNICIANS	60	64	9.8	10.4	0.6
53802	TRAVEL CLERKS	32	35	6.0	6.6	0.6
39002	AIR TRAFFIC CONTROLLERS	95	101	9.9	10.5	0.6
25319	ALL OTHER MATHEMATICAL SCIENTIST	98	112	8.1	8.6	0.5
72000	SUPERVISORS, FARM, FOREST,AG.REL	1851	1881	237.0	237.5	0.5
24311	MEDICAL SCIENTISTS	74	77	7.2	7.7	0.5
55323	ORDER CLERKS: MATERIALS, SERVICE	548	548	57.8	58.2	0.4
85951	BICYCLE REPAIRERS	103	106	13.3	13.7	0.4
28102	JUDGES AND MAGISTRATES	50	53	6.0	6.3	0.3
85914	CAMERA & PHOTOGRAPHIC REPAIRERS	48	50	6.2	6.5	0.3
63041	FISH AND GAME WARDENS	92	96	8.9	9.1	0.2
97302	RAILROAD CONDUCTORS, YARDMASTERS	135	138	5.4	5.6	0.2
63002	FIRE INSPECTORS	27	28	5.6	5.8	0.2
83008	TRANSPORTATION INSPECTORS	126	130	10.9	11.1	0.2
67008	PEST CONTROLLERS AND ASSISTANTS	115	119	10.1	10.3	0.2
24102	PHYSICISTS AND ASTRONOMERS	78	77	5.7	5.7	0.0
97305	LOCOMOTIVE ENGINEERS	155	157	6.2	6.2	0.0
55344	BILLING, COST AND RATE CLERKS	700	722	68.3	68.3	0.0
22117	NUCLEAR ENGINEERS	492	495	29.1	29.0	-0.1
31323	FARM & HOME MANAGEMENT ADVISORS	208	208	22.7	22.4	-0.3
92541	TYPESETTING MACH. OPERATOR/TEND.	161	157	14.0	13.7	-0.3
85708	HOME ENTERTAINMENT EQ. REPAIRERS	287	285	28.4	28.0	-0.4
85308	MOTORCYCLE REPAIRERS	180	174	22.9	22.2	-0.7
92515	LETTERPRESS SETTER/OPERATOR	225	215	19.7	18.8	-0.9
97117	DRIVER/SALES WORKERS	1016	999	72.2	71.3	-0.9
55321	FILE CLERKS	880	889	86.1	84.8	-1.3
85726	TELEPH. STATION INSTALL.& REPAIR	129	121	20.2	18.8	-1.4
28108	LAWYERS	3080	3146	383.7	381.9	-1.8
58014	METER READERS, UTILITIES	174	150	20.1	17.8	-2.3
32514	OPTICIANS, DISPENSING & MEASUR.	312	286	44.7	41.8	-2.9
89702	PRECISION COMPOSITOR, TYPESETTER	168	136	17.3	13.8	-3.5
58023	STOCK CLERKS:STOCKROOM OR WAREH.	1711	1676	146.4	142.8	-3.6
53314	INSURANCE POLICY PROCESS. CLERKS	508	479	31.2	27.0	-4.2

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IDAHO
EMPLOYMENT by OCCUPATION
FOR OIS REGION I

OES CODE	OCCUPATIONAL TITLE	1987 STATE EMP	2000 STATE EMP	1987 REGION EMP	2000 REGION EMP	CHANGE
32108	OPTOMETRISTS	187	154	24.9	20.6	-4.3
85702	TELEPHONE & CABLE TV INSTAL/RPR.	558	538	84.2	79.8	-4.4
55328	STATISTICAL CLERKS	140	94	14.2	9.2	-5.0
85321	FARM EQUIPMENT MECHANICS	884	877	71.3	65.4	-5.9
55341	PAYROLL AND TIMEKEEPING CLERKS	402	332	42.7	36.1	-6.6
55302	STENOGRAPHERS	218	131	22.2	13.5	-8.7
92902	ELECTRONIC SEMICONDUCTOR	819	635	66.7	51.8	-14.9
93905	ELECTRICAL, ELECTRONIC ASSEMBLER	556	403	50.2	35.2	-15.0
56017	DATA ENTRY KEYERS, EX. COMPOSING	740	548	68.3	49.3	-19.0
55338	BOOKKEEPING & ACCOUNTING CLERKS	9250	8872	1065.6	1005.2	-60.4
97947	INDUSTRIAL TRUCK & TRACTOR OPER.	1989	1515	239.2	170.5	-68.7
74002	FARM WORKERS	9543	8528	687.0	493.6	-193.4

IDAHO
EMPLOYMENT by OCCUPATION
FOR OIS REGION II

OES CODE	OCCUPATIONAL TITLE	1987 STATE EMP	2000 STATE EMP	1987 REGION EMP	2000 REGION EMP	CHANGE
49011	SALESPERSONS, RETAIL	13603	17229	1333.1	1693.8	360.7
97101	TRUCK DRIVERS	11908	15031	962.4	1217.6	255.2
32502	REGISTERED NURSES	4595	7156	438.3	682.1	243.8
31305	TEACHERS, ELEMENTARY	5203	6680	823.2	1057.0	233.8
31308	TEACHERS, SECONDARY SCHOOL	4687	6146	741.5	972.4	230.9
19005	GENERAL MANAGERS AND TOP EXEC.	11032	13382	980.4	1185.5	205.1
49023	CASHIERS	8617	10702	803.5	1000.8	197.3
65008	WAITERS AND WAITRESSES	6727	8520	695.6	881.9	186.3
55199	GENERAL SECRETARIES	8333	10109	775.2	935.1	159.9
67005	JANITORS AND CLEANERS, EXC.MAIDS	5612	7194	539.2	678.6	139.4
68038	CHILD CARE WORKERS	5308	6623	453.2	569.9	116.7
93999	ALL OTHER HAND WORKERS	1601	1976	559.8	674.5	114.7
79014	GARDENERS AND GROUNDSKEEPERS	3839	5438	259.1	369.9	110.8
66008	NURSING AIDES AND ORDERLIES	3697	4586	428.1	537.8	109.7
55347	GENERAL OFFICE CLERKS	7083	8239	629.2	730.0	100.8
65041	COMB. FOOD PREPARATION, SERVICE	3686	4583	383.3	476.3	93.0
85132	MAINTENANCE REPAIRERS, GEN.UTIL.	3884	4823	341.0	425.7	84.7
21114	ACCOUNTANTS AND AUDITORS	3380	4523	257.8	342.0	84.2
31521	TEACHERS AIDES, PARAPROFESSIONAL	1637	2098	258.7	331.5	72.8
32505	LICENSED PRACTICAL NURSES	2352	3003	237.8	307.3	69.5
65026	COOKS, RESTAURANT	2389	3111	234.1	303.6	69.5
65038	FOOD PREPARATION WORKERS	2356	2893	274.0	336.0	62.0
49021	STOCK CLERKS, SALES FLOOR	3921	4526	387.3	447.3	60.0
65028	COOKS, INSTITUTION OR CAFETERIA	2070	2474	295.5	354.1	58.6
98999	ALL OTHER HELPER, LABORER, MOVER	3175	3588	400.9	458.5	57.6
97111	BUS DRIVERS, SCHOOL	1743	2153	223.6	279.7	56.1
43002	INSURANCE SALES WORKERS	1949	2572	159.7	210.8	51.1
55305	RECEPTIONISTS,INFORMATION CLERKS	2809	3290	262.4	312.4	50.0
65014	DINING ROOM & BARTENDER HELPERS	1436	1898	153.2	202.6	49.4
51002	FIRST LINE SUPERVISORS, CLERICAL	3142	3729	265.7	314.8	49.1
65005	BARTENDERS	1867	2336	188.6	236.1	47.5
68005	HAIRDRESSERS AND COSMETOLOGISTS	4206	4778	351.2	398.4	47.2
43008	SALES AGENTS, REAL ESTATE	1754	2378	131.8	178.9	47.1
15011	PROPERTY, REAL ESTATE MANAGEMENT	1590	2215	118.5	165.1	46.6
73002	FALLERS AND BUCKERS	2059	2608	251.1	297.2	46.1
65032	COOKS, SPECIALTY FAST FOOD	1776	2213	185.5	231.2	45.7
15005	EDUCATION ADMINISTRATORS	1073	1385	155.0	199.9	44.9
93956	ALL OTHER ASSEMBLERS, FABRICATOR	2890	3644	276.6	321.5	44.9
87102	CARPENTERS	1730	2163	177.9	222.0	44.1
65017	COUNTER ATTENDANTS	1576	1965	171.5	214.4	42.9
31399	ALL OTHER TEACHERS, INSTRUCTORS	906	1162	140.0	179.4	39.4
66002	DENTAL ASSISTANTS	729	1058	85.4	123.8	38.4
98799	ALL OTHER HAND MATERIAL MOVERS	2186	2578	230.0	268.2	38.2
87202	ELECTRICIANS	1645	2092	151.8	189.7	37.9
67002	MAIDS AND HOUSEKEEPING CLEANERS	2222	2673	199.7	237.0	37.3
31299	ALL OTHER POST SECONDARY TEACHER	825	1059	130.4	167.3	36.9
81008	FIRST LINE SUPERV.: PRODUCTION	1708	2130	205.6	241.8	36.2
31302	TEACHERS,PRESCHOOL & KINDERGARTN	795	1037	120.4	156.6	36.2
87502	PLUMBER, PIPEFITTER, STEAMFITTER	1424	1855	124.7	160.3	35.6
87402	PAINTERS AND PAPERHANGERS	1449	1888	114.7	148.7	34.0
41002	FIRST LINE SUPERVISORS, SALES	2084	2465	177.1	210.4	33.3
31311	TEACHERS, SPECIAL EDUCATION	744	955	117.8	151.1	33.3
15026	FOOD SERVICE & LODGING MANAGERS	2893	3206	252.4	285.6	33.2
85311	BUS, TRUCK, DIESEL ENG. MECHANIC	1593	1993	129.0	161.6	32.6
13002	FINANCIAL MANAGERS	2024	2398	182.1	213.0	30.9
25102	COMPUTER SYSTEMS ANALYSTS, EDP	667	1028	59.3	89.7	30.4
85302	AUTOMOTIVE MECHANICS	4009	4340	328.6	358.8	30.2
92308	SAWING MACHINE OPERATOR/TENDER	864	994	195.9	225.8	29.9
31314	TEACHERS, VOCATIONAL EDUCATION	645	840	90.4	120.3	29.9
49008	SALES REPS.EXC.SCIENTIF & RETAIL	2693	3002	235.2	264.5	29.3
53905	TEACHER AIDES & EDUC. ASSISTANTS	618	802	94.6	122.8	28.2
13011	MARKETING, ADV., PUBLIC REL.MGRS	1164	1517	97.4	125.5	28.1
55105	MEDICAL SECRETARIES	622	872	70.2	98.3	28.1
61099	ALL OTHER SERVICE SUPERVISORS	1020	1270	113.7	141.6	27.9
49999	ALL OTHER SALES & RELATED OCC.	1313	1619	120.3	148.1	27.8
92998	ALL OTHER MACHINE OPERATORS	777	925	138.4	166.1	27.7
85123	MILLWRIGHTS	405	540	72.1	99.0	26.9
55308	TYPISTS	1407	1704	141.6	168.5	26.9

IDAHO
EMPLOYMENT by OCCUPATION
FOR OIS REGION II

OES CODE	OCCUPATIONAL TITLE	1987 STATE EMP	2000 STATE EMP	1987 REGION EMP	2000 REGION EMP	CHANGE
65099	ALL OTHER FOOD SERVICE WORKERS	990	1245	101.0	127.8	26.8
31317	INSTRUCTORS, NONVOCATIONAL EDUC.	677	945	64.0	89.1	25.1
32908	DENTAL HYGIENISTS	416	627	48.4	73.2	24.8
22126	ELECTRICAL & ELECTRONIC ENGINEER	1114	2127	37.6	62.3	24.7
65002	HOSTS & HOSTESSES: REST., LOUNGE	1074	1306	109.3	133.6	24.3
65035	COOKS, SHORT ORDER	1009	1243	102.1	125.7	23.6
98502	MACHINE FEEDERS AND OFFBEARERS	1460	1574	265.0	288.5	23.5
98902	HAND PACKERS AND PACKAGERS	2094	2350	152.1	173.5	21.4
59999	ALL OTHER CLERICAL & ADM.SUPPORT	938	1102	113.5	134.3	20.8
19999	ALL OTHER MANAGERS & ADMINIST.	1619	1925	126.6	147.2	20.6
32102	PHYSICIANS AND SURGEONS	1555	1684	152.0	172.4	20.4
27108	PSYCHOLOGISTS	661	858	64.8	85.0	20.2
97956	OPERATING ENGINEERS	1100	1391	85.4	105.4	20.0
57305	POSTAL MAIL CARRIERS	872	1080	83.1	103.0	19.9
73008	LOG HANDLING EQUIPMENT OPERATORS	462	595	78.3	98.1	19.8
73011	LOGGING TRACTOR OPERATORS	473	584	87.9	107.5	19.6
53902	LIBRARY ASSISTANTS & BOOKMOBILE	433	562	62.2	81.6	19.4
81002	FIRST LINE SUPERV.:MECH.& REPAIR	1672	1951	128.1	147.4	19.3
32911	MEDICAL RECORDS TECHN.& TECHNOL.	197	401	18.6	37.4	18.8
32308	PHYSICAL THERAPISTS	255	445	24.9	43.4	18.5
22135	MECHANICAL ENGINEERS	850	1385	34.5	53.0	18.5
43021	TRAVEL AGENTS	358	627	25.7	44.1	18.4
22505	ELECTRICAL & ELECTRONIC TECHNS.	1026	1838	45.3	63.7	18.4
58028	TRAFFIC, SHIPPING, & REC. CLERKS	1623	1849	144.4	162.7	18.3
97805	SERVICE STATION ATTENDANTS	1231	1425	106.5	124.7	18.2
66005	MEDICAL ASSISTANTS	323	485	35.5	53.6	18.1
32105	DENTISTS	1197	1356	106.3	124.2	17.9
93914	WELDERS AND CUTTERS	1329	1650	99.9	117.7	17.8
98905	VEHICLE, EQUIPMENT CLEANERS	766	968	63.6	81.2	17.6
53302	INSURANCE ADJUSTERS,INVESTIGATOR	412	609	36.3	53.4	17.1
31216	ENGLISH & FOREIGN LANG. TEACHERS	378	485	59.7	76.7	17.0
32902	MED./CLINICAL LAB. TECHNOLOGISTS	475	646	46.7	63.4	16.7
63014	POLICE PATROL OFFICERS	983	1140	95.8	111.7	15.9
65021	BAKERS, BREAD AND PASTRY	479	634	46.9	62.6	15.7
13014	ADMINISTRATIVE SERVICES MANAGER	806	978	74.7	90.4	15.7
56011	COMPUTER OPERATORS, EXC. PERIPH.	665	891	47.5	63.0	15.5
32517	PHARMACISTS	687	827	71.3	86.7	15.4
31210	SOCIAL SCIENCE TEACHERS	339	435	53.6	68.9	15.3
98312	HELPERS, CARPENTERS	602	763	54.6	69.8	15.2
83005	PRODUCTION INSPECTORS, GRADERS	950	1305	91.0	106.2	15.2
85305	AUTOMOTIVE BODY,RELATED REPAIRER	967	1150	80.8	96.0	15.2
31218	ART, DRAMA, AND MUSIC TEACHERS	333	428	52.6	67.8	15.2
89132	SHEET METAL WORKERS	525	651	66.9	82.0	15.1
55102	LEGAL SECRETARIES	729	968	44.7	59.7	15.0
31502	LIBRARIANS, PROFESSIONAL	447	546	62.1	77.0	14.9
31321	INSTRUCTORS AND COACHES, SPORTS	577	703	69.2	84.0	14.8
65023	BUTCHERS AND MEAT CUTTERS	676	833	63.0	77.7	14.7
85119	ALL OTHER MACHINERY MECHANICS	878	1018	81.7	96.4	14.7
21108	LOAN OFFICERS AND COUNSELORS	859	1056	66.3	80.9	14.6
43014	SECURITIES, FINANCIAL SERV.SALES	538	735	39.6	54.1	14.5
21511	PERSONNEL,TRAIN.,LABOR REL. SPEC	935	1193	69.9	84.3	14.4
61008	HOUSEKEEPERS, INSTITUTIONAL	699	855	63.3	77.7	14.4
68014	AMUSEMENT & RECREATION ATTENDANT	749	947	59.4	73.7	14.3
34035	ARTISTS AND RELATED WORKERS	660	857	48.5	62.8	14.3
21999	ALL OTHER MANAGEMENT SUPPORT OCC	1006	1220	76.0	90.2	14.2
66099	ALL OTHER HEALTH SERVICE WORKERS	359	515	33.6	47.8	14.2
79999	ALL OTHER AGRIC.,FOREST,FISH.	1718	1914	128.0	142.1	14.1
49017	COUNTER AND RENTAL CLERKS	615	830	43.4	57.5	14.1
31117	GRADUATE ASSISTANTS, TEACHING	310	398	49.0	63.0	14.0
31514	VOCATIONAL & EDUC. COUNSELORS	317	410	46.1	60.0	13.9
32999	ALL OTHER HEALTH PROF.,PARA,TECH	567	704	53.3	66.9	13.6
79002	FOREST AND CONSERVATION WORKERS	2039	2164	235.0	248.2	13.2
85902	HEATING, A/C, REFRIG. MECHANICS	683	857	51.4	64.3	12.9
55311	TYPISTS, WORD PROCESSING EQUIP.	644	820	49.7	62.0	12.3
25105	COMPUTER PROGRAMMERS	814	1032	55.7	67.8	12.1
92543	PRINTING PRESS MACHINE OPERATOR	162	202	54.6	66.6	12.0
63017	CORRECTION OFFICERS AND JAILERS	434	567	38.2	50.1	11.9
97923	EXCAVATION LOADING MACHINE OPER.	501	669	34.3	45.9	11.6

IDAHO
EMPLOYMENT by OCCUPATION
FOR OLS REGION II

OES CODE	OCCUPATIONAL TITLE	1987 STATE EMP	2000 STATE EMP	1987 REGION EMP	2000 REGION EMP	CHANGE
81005	FIRST LINE SUPERV.:CONST.EXTRAC.	721	879	53.6	65.2	11.6
15023	COMMUNICATION,TRANSP.,UTIL.MGRS	653	779	59.1	70.7	11.6
85314	MOBILE HEAVY EQUIPMENT MECHANICS	608	732	59.4	70.9	11.5
13005	PERSONNEL,TRAINING,LABOR REL.MGR	408	526	41.4	52.8	11.4
31505	TECHNICAL ASSISTANTS, LIBRARY	251	323	37.1	48.4	11.3
92997	ALL OTHER MACHINE SETTERS/OPER.	296	335	59.9	71.0	11.1
32114	VETERINARIANS, VET. INSPECTORS	372	526	23.2	34.1	10.9
63008	FIRE FIGHTERS	684	794	69.4	80.3	10.9
31202	LIFE SCIENCE TEACHERS	239	307	37.8	48.6	10.8
15008	MEDICINE AND HEALTH SERV. MGRS	383	492	37.1	47.5	10.4
15014	INDUSTRIAL PRODUCTION MANAGERS	633	787	60.1	70.5	10.4
27311	RECREATION WORKERS	477	554	55.5	65.8	10.3
49014	SALESPERSONS, PARTS	1616	1740	126.5	136.8	10.3
87711	HIGHWAY MAINTENANCE WORKERS	1196	1306	108.6	118.7	10.1
55332	INTERVIEWING CLERKS,EX.PERSONNEL	230	327	25.7	35.7	10.0
58008	PRODUCTION, EXPEDITING CLERKS	333	490	34.9	44.9	10.0
32921	RADIOLOGIC TECHNICIANS	267	363	27.4	37.4	10.0
39999	ALL OTHER PROF.,PARAPROF.,TECHN.	938	1014	117.7	127.7	10.0
15017	CONSTRUCTION MANAGERS	538	651	43.4	53.2	9.8
32314	SPEECH PATHOLOGISTS,AUDIOLOGISTS	210	292	25.8	35.4	9.6
24399	ALL OTHER LIFE SCIENTISTS	260	323	37.3	46.9	9.6
89311	CABINETMAKERS & BENCH CARPENTERS	346	394	64.0	73.6	9.6
92512	OFFSET LITHOGRAPHIC PRESS SETTER	250	360	21.3	30.8	9.5
81099	ALL OTHER FIRST LINE SUPERVISORS	561	695	40.9	50.4	9.5
53123	ADJUSTMENT CLERKS	397	503	34.6	44.1	9.5
32508	EMERGENCY MEDICAL TECHNICIANS	222	283	30.0	39.3	9.3
22514	DRAFTERS	865	1140	45.0	54.3	9.3
21902	COST ESTIMATORS	419	521	35.9	45.1	9.2
27302	SOCIAL WORKER, MED.& PSYCHIATRIC	251	324	28.5	37.5	9.0
89999	ALL OTHER PRECISION WORKERS	339	392	55.1	63.9	8.8
73005	CHOKE SETTERS	244	281	56.5	65.2	8.7
31224	MATHEMATICAL SCIENCE TEACHERS	193	248	30.6	39.3	8.7
53702	COURT CLERKS	340	426	33.8	42.4	8.6
66017	PHYSICAL, CORRECT.THERAPY ASSIST	135	215	14.0	22.5	8.5
92314	WOODWORKING MACHINE OPERATORS	246	282	55.5	63.8	8.3
98705	REFUSE COLLECTORS	447	547	37.9	46.2	8.3
22199	ALL OTHER ENGINEERS	740	1045	33.7	42.0	8.3
34011	REPORTERS AND CORRESPONDENTS	462	561	38.5	46.7	8.2
87808	ROOFERS	486	596	35.9	44.1	8.2
34051	MUSICIANS, INSTRUMENTAL	336	422	32.0	40.1	8.1
22302	ARCHITECTS, EXC. LAND. & MARINE	649	768	42.1	50.2	8.1
34058	ATHLETE, COACH, UMPIRE & RELATED	281	358	28.7	36.6	7.9
87311	CONCRETE AND TERRAZZO FINISHERS	436	545	32.3	40.2	7.9
58005	DISPATCHERS: EXC. POL.,FIRE,AMB.	449	568	30.5	38.2	7.7
24111	GEOLOGIST, GEOPHYSICIST, OCEANOG	337	461	25.0	32.6	7.6
24599	ALL OTHER SCIENCE TECHNICIANS	458	568	43.6	51.2	7.6
92914	PAPER GOODS MACHINE SETTER/OPER.	100	124	35.2	42.7	7.5
34023	PHOTOGRAPHERS	519	618	40.9	48.4	7.5
92726	LAUNDRY, DRYCLEANING MACH. OPER.	659	737	61.8	69.2	7.4
68035	SOCIAL WELFARE SERVICE AIDES	147	198	19.6	26.9	7.3
27305	SOCIAL WORKERS, EX. MED.& PSYCH.	545	606	51.7	59.0	7.3
27308	SOCIAL SERVICE TECHNICIANS	213	267	24.5	31.8	7.3
53508	BILL AND ACCOUNT COLLECTORS	397	524	25.3	32.6	7.3
32302	RESPIRATORY THERAPISTS	145	223	13.2	20.4	7.2
32928	SURGICAL TECHNICIANS	59	95	11.9	19.1	7.2
13017	ENGINEER., MATH., NAT. SCI. MGR.	725	899	43.2	50.4	7.2
89505	CUSTOM TAILORS AND SEWERS	469	554	38.8	46.0	7.2
93926	CUTTERS AND TRIMMERS, HAND	134	165	26.3	33.4	7.1
97938	GRADER, DOZER, SCRAPER OPERATORS	364	446	30.6	37.6	7.0
97899	ALL OTHER TRANSPORTATION WORKERS	120	137	35.4	42.4	7.0
85328	SMALL ENGINE SPECIALISTS	370	438	31.5	38.5	7.0
22121	CIVIL ENGINEERS, INCL. TRAFFIC	585	694	44.8	51.7	6.9
89108	MACHINISTS	728	886	46.9	53.8	6.9
92311	WOODWORKING MACHINE SETTER/OPER.	197	226	44.2	51.0	6.8
85717	ELECTRONICS REPAIRERS,COMM.&IND.	254	429	17.4	24.2	6.8
15002	POSTMASTERS, MAIL SUPERINTENDENT	288	357	27.4	34.1	6.7
92965	CRUSHING & MIXING MACHINE OPER.	421	511	37.2	43.8	6.6
89399	ALL OTHER PRECISION WOODWORKERS	184	212	42.4	49.0	6.6

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IDAHO
EMPLOYMENT by OCCUPATION
FOR OIS REGION II

OES CODE	OCCUPATIONAL TITLE	1987 STATE EMP	2000 STATE EMP	1987 REGION EMP	2000 REGION EMP	CHANGE
89921	DENTAL LABORATORY TECHNICIANS	170	237	17.6	24.2	6.6
67099	ALL OTHER CLEAN.BUILDING SERVICE	471	538	38.1	44.6	6.5
87708	PAVING, SURFACING, TAMPING	399	488	27.7	34.2	6.5
63047	GUARDS AND WATCH GUARDS	935	1190	61.2	67.6	6.4
97108	BUS DRIVERS	329	428	19.9	26.2	6.3
97989	ALL OTHER TRANSP.,MAT.MOVING OPR	452	511	35.9	42.2	6.3
28305	PARALEGAL PERSONNEL	125	221	8.7	15.0	6.3
66011	HOME HEALTH AIDES	217	272	20.7	26.8	6.1
21308	PURCHASING AGENT EX.WHO/RET/FARM	645	782	50.6	56.6	6.0
98102	MECHANIC AND REPAIRER HELPERS	446	524	36.1	42.0	5.9
85953	TIRE REPAIRERS AND CHANGERS	573	640	49.9	55.8	5.9
21102	UNDERWRITERS	116	180	10.6	16.2	5.8
55335	CUSTOMER SERVICE REPS, UTILITIES	386	456	31.3	37.0	5.7
92974	PACKAGING & FILLING MACHINE OPER	1015	1133	40.4	46.1	5.7
32917	RADIOLOGIC TECHNOLOGISTS	161	221	15.1	20.8	5.7
34002	WRITERS AND EDITORS	283	344	27.0	32.7	5.7
91714	STRUCTURAL METAL FABRICATORS	104	126	26.8	32.4	5.6
32905	MED./CLINICAL LAB. TECHNICIANS	189	250	17.1	22.7	5.6
71005	FARM MANAGERS	610	1078	7.5	13.1	5.6
31114	NURSING INSTRUCTORS	129	167	18.9	24.4	5.5
58002	DISPATCHER:POLICE,FIRE,AMBULANCE	465	520	45.9	51.3	5.4
34017	ANNOUNCERS, RADIO AND TV	366	421	37.0	42.4	5.4
79017	ANIMAL CARETAKERS, EXCEPT FARM	503	577	31.8	37.2	5.4
63032	SHERIFFS AND DEPUTY SHERIFFS	479	531	47.9	53.2	5.3
43011	REAL ESTATE APPRAISERS	299	369	23.8	29.1	5.3
43023	SALES AGENTS, ADVERTISING	335	417	26.3	31.6	5.3
53102	TELLERS	1729	1798	129.0	134.3	5.3
89111	TOOL GRINDERS,FILERS,SHARPENERS	169	198	33.4	38.7	5.3
57308	POSTAL SERVICE CLERKS	288	343	27.4	32.6	5.2
34038	DESIGNERS, EXC. INTERIOR DESIGN.	315	377	26.9	32.1	5.2
49005	SALES REPS,SCIENTIF.PROD.EXC.RET	641	731	47.2	52.4	5.2
87999	ALL OTHER CONSTR. & EXTRACTIVE	201	252	29.8	35.0	5.2
32521	DIETITIANS AND NUTRITIONISTS	154	201	15.7	20.7	5.0
34008	PUBLIC RELATIONS SPECIALISTS	118	167	10.2	15.2	5.0
85[illegible]3	ELECTRICAL POWERLINE INSTAL/RPR.	498	579	33.4	38.4	5.0
13008	PURCHASING MANAGERS	1007	1077	92.8	97.8	5.0
24308	BIOLOGICAL SCIENTISTS	299	342	30.8	35.6	4.8
61005	POLICE AND DETECTIVE SUPERVISORS	259	308	25.5	30.3	4.8
65011	FOOD SERVERS, OUTSIDE	191	244	17.5	22.3	4.8
31212	HEALTH SPECIALTIES TEACHERS	104	134	16.4	21.2	4.8
19002	PUBLIC ADMIN., LEG., GEN. ADMIN.	378	423	37.8	42.4	4.6
92926	LOW PRESSURE BOILER OPERATOR	176	204	23.2	27.8	4.6
92923	FURNACE, KILN, OVEN,KETTLE OPER.	534	627	29.5	34.1	4.6
56099	ALL OTHER OFFICE MACH. OPERATORS	141	181	15.5	20.0	4.5
57102	SWITCHBOARD OPERATORS	619	708	39.9	44.4	4.5
32511	PHYSICIAN ASSISTANTS	175	217	19.2	23.7	4.5
92100	ALL OTHER MET.&PLAS.MACH.SET/OPS	109	132	23.1	27.5	4.4
89511	SHOE AND LEATHER WORKERS	123	182	9.0	13.3	4.3
21199	ALL OTHER FINANCIAL SPECIALISTS	267	312	23.2	27.4	4.2
53805	RESERVATION & TRANS.TICKET AGENT	272	342	16.9	21.1	4.2
85999	ALL OTHER MECHANICS, INSTALLERS	428	486	34.1	38.2	4.1
24305	AGRICULTURAL AND FOOD SCIENTISTS	308	359	27.5	31.5	4.0
85323	AIRCRAFT MECHANICS	236	297	17.9	21.9	4.0
53121	LOAN AND CREDIT CLERKS	512	567	38.4	42.4	4.0
95002	WATER & WASTE TREAT. PLANT OPER.	265	307	25.5	29.5	4.0
97951	CONVEYOR OPERATORS AND TENDERS	398	445	23.3	27.2	3.9
32305	OCCUPATIONAL THERAPISTS	69	115	6.1	10.0	3.9
53808	HOTEL DESK CLERKS	353	394	33.8	37.7	3.9
92953	COATING, PAINTING MACH. OPER.	139	174	26.5	30.3	3.8
97702	AIRCRAFT PILOTS,FLIGHT ENGINEERS	229	294	14.0	17.8	3.8
22128	INDUSTRIAL ENGINEERS,EXC. SAFETY	197	298	7.5	11.2	3.7
79011	GRADERS & SORTERS, AGRIC.PRODUCT	714	793	28.9	32.5	3.6
81011	FIRST LINE SUPERV.: TRANSPORT.	292	338	21.3	24.9	3.6
31204	CHEMISTRY TEACHERS	79	101	12.4	16.0	3.6
31222	ENGINEERING TEACHERS	81	104	12.8	16.4	3.6
89308	WOOD MACHINISTS	147	164	24.9	28.5	3.6
24302	FORESTER, CONSERVATION SCIENTIST	775	794	98.8	102.3	3.5
95099	ALL OTHER PLANT AND SYSTEM OCC.	233	288	17.5	21.0	3.5

IDAHO
EMPLOYMENT by OCCUPATION
FOR OIS REGION II

OES CODE	OCCUPATIONAL TITLE	1987 STATE EMP	2000 STATE EMP	1987 REGION EMP	2000 REGION EMP	CHANGE
21914	TAX EXAMINER,COLLECTOR,REV.AGENT	237	271	24.2	27.7	3.5
92721	SEWING MACH. OPER., NON-GARMENT	262	315	11.4	14.8	3.4
97502	CAPTAINS, WATER VESSEL	38	55	7.4	10.8	3.4
66026	PHARMACY ASSISTANTS	130	168	13.6	17.0	3.4
92941	CUTTING AND SLICING SETTER/OPER.	38	44	17.3	20.7	3.4
43017	SALES AGENTS, BUSINESS SERVICES	216	272	14.1	17.4	3.3
87902	EARTH DRILLERS, EX. OIL & GAS	299	430	10.4	13.7	3.3
22599	ALL OTHER ENGINEERING TECHNICIAN	580	645	53.7	57.0	3.3
31209	ALL OTHER PHYS. SCIENCE TEACHERS	75	96	11.9	15.1	3.2
63035	PRIVATE DETECTIVE & INVESTIGATOR	261	362	9.5	12.6	3.1
69999	ALL OTHER SERVICE WORKERS	294	339	16.3	19.4	3.1
87302	BRICK MASONS	206	245	15.8	18.9	3.1
31226	COMPUTER SCIENCE TEACHERS	71	91	11.3	14.4	3.1
25108	COMPUTER PROGRAMMER AIDES	260	328	16.9	19.9	3.0
21117	BUDGET ANALYSTS	168	213	12.0	15.0	3.0
49026	VENDORS,SOLICITORS,DOOR-TO-DOOR	153	184	16.2	19.2	3.0
87814	STRUCTURAL METAL WORKERS	175	211	14.0	17.0	3.0
89708	PRECISION LITHOGRAPHERS & PHOTO.	106	140	9.2	12.2	3.0
57311	MESSENGERS	246	282	18.5	21.4	2.9
66014	PSYCHIATRIC AIDES	141	156	28.6	31.5	2.9
43005	BROKERS, REAL ESTATE	120	158	8.5	11.4	2.9
92305	HEAD SAWYERS	76	88	17.5	20.3	2.8
79008	LOG GRADERS AND SCALERS	80	92	18.5	21.3	2.8
85705	DATA PROCESSING EQUIP. REPAIRERS	216	288	11.8	14.6	2.8
53708	LICENSE CLERKS	323	351	30.4	33.2	2.8
56014	PERIPHERAL EDP EQUIP. OPERATORS	98	142	6.8	9.5	2.7
31517	INSTRUCTIONAL COORDINATORS	97	116	13.0	15.7	2.7
92728	PRESSING MACH.OPERATOR, TEXTILES	162	181	17.8	20.5	2.7
31206	PHYSICS TEACHERS	58	74	9.?	11.8	2.7
53502	WELFARE ELIGIBILITY WORKERS	283	313	24.1	26.8	2.7
55344	BILLING, COST AND RATE CLERKS	700	722	68.5	71.1	2.6
68002	BARBERS	177	212	14.3	16.9	2.6
32317	RECREATION THERAPISTS	62	87	5.6	8.2	2.6
21905	MANAGEMENT ANALYSTS	299	328	24.0	26.5	2.5
81017	FIRST LINE SUPERV.:HELP,LABORERS	243	324	16.6	19.1	2.5
97941	HOIST AND WINCH OPERATORS	76	91	15.1	17.6	2.5
92302	SAWING MACHINE SETTER/OPERATOR	75	86	16.7	19.2	2.5
58017	WEIGHERS, MEASURERS, CHECKERS	114	135	13.5	15.9	2.4
22114	CHEMICAL ENGINEERS	282	392	5.7	8.1	2.4
53105	NEW ACCOUNTS CLERKS	266	299	19.9	22.3	2.4
63099	ALL OTHER PROTECTIVE SERVICE	202	229	17.6	20.0	2.4
53908	ADVERTISING CLERKS	72	100	6.4	8.8	2.4
91505	COMBINATION MACH.TOOL SET/OP,M/P	57	70	12.8	15.1	2.3
57108	CENTRAL OFFICE OPERATORS	136	159	13.9	16.2	2.3
92717	SEWING MACH. OPERATOR, GARMENT	245	316	5.9	8.2	2.3
21911	COMPLIANCE & ENFORCE. INSPECTORS	528	561	49.7	52.0	2.3
93947	PAINTING AND COATING, HAND	90	113	9.1	11.4	2.3
24508	NUCLEAR TECHNICIAN, TECHNOLOGIST	244	335	7.6	9.9	2.3
28311	TITLE EXAMINERS AND ABSTRACTORS	96	122	8.1	10.4	2.3
22511	MECHANICAL ENGINEERING TECHN.	324	449	11.2	13.5	2.3
91102	SAWING MACH. TOOL SETTER/OP.,M/P	53	62	15.4	17.7	2.3
91321	MACHINE FORMING OPERATORS, M/P	166	225	9.1	11.3	2.2
92956	CEMENTING & GLUING MACHINE OPER.	53	61	12.7	14.9	2.2
85128	MACHINERY MAINTENANCE WORKERS	154	189	13.3	15.5	2.2
87802	INSULATION WORKERS	142	175	10.0	12.2	2.2
68021	USHERS, LOBBY ATT., TICKET TAKER	90	108	10.0	12.1	2.1
22502	CIVIL ENGINEERING TECHNICIANS	308	354	19.3	21.4	2.1
92944	CUTTING & SLICING MACHINE OPER.	83	96	10.8	12.8	2.0
61002	FIRE FIGHTING & PREV.SUPERVISORS	133	154	13.2	15.2	2.0
97199	ALL OTHER MOTOR VEHICLE,OPERATOR	92	121	8.0	10.0	2.0
85711	ELECTR. HOME APPL. & POWER TOOL	146	163	16.5	18.5	2.0
85714	ELECTRIC MOTOR REPAIRERS	123	145	10.8	12.8	2.0
85947	COIN & VENDING MACHINE SERVICERS	285	329	15.9	17.9	2.0
79005	NURSERY WORKERS	192	275	7.6	9.5	1.9
55314	PERSONNEL CLERKS, EXCEPT PAYROLL	341	377	29.6	31.5	1.9
24199	ALL OTHER PHYSICAL SCIENTISTS	149	177	10.2	12.0	1.8
58021	MARKING CLERKS	99	115	10.3	12.1	1.8
63011	POLICE DETECTIVES	179	196	17.0	18.8	1.8

IDAHO
EMPLOYMENT by OCCUPATION
FOR OIS REGION II

OES CODE	OCCUPATIONAL TITLE	1987 STATE EMP	2000 STATE EMP	1987 REGION EMP	2000 REGION EMP	CHANGE
89123	JEWELERS AND SILVERSMITHS	161	181	14.6	16.4	1.8
91305	PRESS, BRAKE MACH.SETTER/OP.,M/P	36	42	10.2	11.9	1.7
93935	CANNERY WORKERS	4173	4312	45.8	47.5	1.7
21917	ASSESSORS	181	199	17.9	19.6	1.7
92525	BINDERY MACHINE SETTER/OPERATOR	70	87	6.1	7.8	1.7
98311	HELPERS, MASONS & TILE SETTERS	145	169	10.6	12.3	1.7
98315	HELPERS, PLUMBERS, PIPEFITTERS	122	143	8.8	10.4	1.6
56005	DUPLICATING MACHINE OPERATORS	55	70	6.3	7.9	1.6
92905	MOTION PICTURE PROJECTIONISTS	62	75	7.0	8.6	1.6
85926	OFFICE MACHINE,REGISTER SERVICER	248	268	19.5	21.1	1.6
89705	JOB PRINTERS	69	87	6.0	7.6	1.6
21508	EMPLOYMENT INTERVIEWERS	128	165	7.5	9.1	1.6
92519	ALL OTHER PRINTING PRESS SET/OP.	80	100	6.5	8.0	1.5
21305	PURCHASING AGENTS & BUYERS, FARM	198	219	11.2	12.7	1.5
87899	ALL OTHER CONSTRUCTION WORKERS	184	204	11.4	12.9	1.5
72000	SUPERVISORS, FARM, FOREST,AG.REL	1851	1881	146.0	147.5	1.5
85502	CENTRAL OFFICE & PBX INSTAL/RPR.	239	254	24.4	25.9	1.5
28399	ALL OTHER LEGAL ASSISTANTS	173	191	18.1	19.6	1.5
87508	PIPELAYERS	120	137	9.7	11.2	1.5
87602	CARPET INSTALLERS	97	112	8.4	9.9	1.5
91705	WELDING MACHINE OPERATORS	166	227	6.5	7.9	1.4
58099	ALL OTHER MATERIAL WORKERS	71	32	6.6	8.0	1.4
21105	CREDIT ANALYSTS	108	124	7.9	9.3	1.4
28308	TITLE SEARCHERS	59	76	5.3	6.7	1.4
87308	HARD TILE SETTERS	82	103	6.4	7.8	1.4
24502	BIOLOGICAL, AGRIC., FOOD TECHN.	321	355	24.0	25.4	1.4
93108	STRUCTURAL METAL FITTERS	25	29	7.8	9.1	1.3
56008	MAIL MACHINE OPERATORS	65	81	5.3	6.6	1.3
92947	PAINTERS, TRANSPORTATION EQUIP.	62	78	5.1	6.4	1.3
28108	LAWYERS	3080	3146	231.1	232.4	1.3
53705	MUNICIPAL CLERKS	121	135	12.2	13.5	1.3
24505	CHEMICAL TECHNICIANS, EXC.HEALTH	371	485	14.0	15.3	1.3
89508	UPHOLSTERERS	143	162	10.7	12.0	1.3
22521	SURVEYING AND MAPPING TECHNICIAN	177	199	14.9	16.2	1.3
56002	BILL., POST, CALCULATING MACH.OP	237	249	19.9	21.1	1.2
21908	CONSTRUCTION, BUILDING INSPECTOR	149	161	14.2	15.4	1.2
98319	HELPERS, ALL OTHER CONSTRUCTION	93	127	6.9	8.1	1.2
87805	SHEET METAL DUCT INSTALLERS	108	125	7.5	8.7	1.2
24105	CHEMISTS, EXCEPT BIOCHEMISTS	267	410	7.4	8.5	1.1
53311	INSURANCE CLAIMS CLERKS	144	158	14.5	15.6	1.1
68008	MANICURISTS	64	78	5.5	6.6	1.1
21111	TAX PREPARERS	111	129	6.6	7.7	1.1
92951	COATING, PAINTING SETTER/OPER.	30	35	8.7	9.8	1.1
28302	LAW CLERKS	71	82	6.2	7.3	1.1
87314	REINFORCING METAL WORKERS	76	90	5.5	6.6	1.1
57302	MAIL CLERKS, EXC. MAIL MACHINE	333	346	31.6	32.6	1.0
32399	ALL OTHER THERAPISTS	124	132	10.6	11.6	1.0
95028	POWER DISTRIBUTORS & DISPATCHERS	99	112	8.7	9.7	1.0
27105	URBAN AND REGIONAL PLANNERS	70	79	6.8	7.8	1.0
39005	TRAFFIC TECHNICIANS	330	344	25.6	26.6	1.0
83099	ALL OTHER INSPECTORS, TESTERS	118	138	7.1	8.1	1.0
85938	MOBILE HOME INSTALLER & REPAIRER	121	128	12.6	13.6	1.0
53914	REAL ESTATE CLERKS	89	102	9.0	10.0	1.0
93911	GLAZIER, MANUFACTURING	21	24	6.6	7.5	0.9
89117	PRECISION LAYOUT WORKERS, METAL	22	26	6.0	6.9	0.9
85928	MECHANICAL CONTROL INSTAL.& REPR	100	111	7.1	8.0	0.9
27199	ALL OTHER SOCIAL SCIENTISTS	66	73	7.4	8.3	0.9
22132	SAFETY ENGINEERS, EXCEPT MINING	133	171	5.3	6.2	0.9
85905	PRECISION INSTRUMENT REPAIRERS	92	108	6.7	7.6	0.9
31111	LECTURERS	101	110	9.8	10.7	0.9
34041	INTERIOR DESIGNERS	68	75	8.6	9.5	0.9
93953	GRINDING AND POLISHING, HAND	37	45	5.3	6.1	0.8
58026	ORDER FILLERS, SALES	490	506	38.5	39.2	0.7
95021	POWER GENERATING PLANT OPERATOR	87	98	5.8	6.5	0.7
39002	AIR TRAFFIC CONTROLLERS	95	101	11.5	12.2	0.7
27102	ECONOMISTS, MARKET ANALYSTS	118	123	10.7	11.4	0.7
91921	ELECTROLYTIC PLATING OPER., M/P	17	19	5.3	6.0	0.7
32523	DIETETIC TECHNICIANS	68	76	6.1	6.8	0.7

IDAHO
EMPLOYMENT by OCCUPATION
FOR OIS REGION II

OES CODE	OCCUPATIONAL TITLE	1987 STATE EMP	2000 STATE EMP	1987 REGION EMP	2000 REGION EMP	CHANGE
22311	SURVEYING AND MAPPING SCIENTISTS	119	134	9.1	9.8	0.7
39011	FUNERAL DIRECTORS AND MORTICIANS	82	90	8.1	8.7	0.6
73099	ALL OTHER TIMBER CUTTING WORKERS	47	51	7.9	8.5	0.6
55321	FILE CLERKS	880	889	78.4	79.0	0.6
25319	ALL OTHER MATHEMATICAL SCIENTIST	98	112	5.9	6.4	0.5
34028	BROADCAST TECHNICIANS	60	64	6.1	6.6	0.5
89802	SLAUGHTERERS AND BUTCHERS	658	704	7.2	7.7	0.5
31323	FARM & HOME MANAGEMENT ADVISORS	208	208	29.6	30.1	0.5
24311	MEDICAL SCIENTISTS	74	77	6.2	6.6	0.4
87811	GLAZIERS	312	318	22.6	23.0	0.4
68023	BAGGAGE PORTERS AND BELLHOPS	79	82	7.6	7.9	0.3
85118	MACHINERY MECHANICS: PLANT	111	123	7.9	8.2	0.3
83008	TRANSPORTATION INSPECTORS	126	130	8.6	8.9	0.3
63028	CRIMINAL INVESTIGATORS, FEDERAL	42	43	5.2	5.5	0.3
63041	FISH AND GAME WARDENS	92	96	7.2	7.4	0.2
97317	RAILROAD BRAKE, SIGNAL, SWITCH	374	381	13.1	13.3	0.2
67008	PEST CONTROLLERS AND ASSISTANTS	115	119	6.2	6.4	0.2
85708	HOME ENTERTAINMENT EQ. REPAIRERS	287	285	27.0	27.1	0.1
55326	PROCUREMENT CLERKS	129	142	8.4	8.5	0.1
97305	LOCOMOTIVE ENGINEERS	155	157	5.4	5.5	0.1
85951	BICYCLE REPAIRERS	103	106	9.2	9.3	0.1
97117	DRIVER/SALES WORKERS	1016	999	65.8	65.8	0.0
21302	WHOLESALE, RETAIL BUYERS,EX.FARM	776	779	69.0	68.9	-0.1
85308	MOTORCYCLE REPAIRERS	180	174	15.1	14.6	-0.5
92541	TYPESETTING MACH. OPERATOR/TEND.	161	157	14.2	13.7	-0.5
22117	NUCLEAR ENGINEERS	492	495	16.8	16.2	-0.6
92515	LETTERPRESS SETTER/OPERATOR	225	215	19.7	18.9	-0.8
85726	TELEPH. STATION INSTALL.& REPAIR	129	121	12.8	11.9	-0.9
58014	METER READERS, UTILITIES	174	150	12.9	11.5	-1.4
55323	ORDER CLERKS: MATERIALS, SERVICE	548	548	41.3	39.5	-1.8
32514	OPTICIANS, DISPENSING & MEASUR.	312	286	33.1	31.2	-1.9
32108	OPTOMETRISTS	187	154	16.4	14.2	-2.2
53314	INSURANCE POLICY PROCESS. CLERKS	508	479	43.8	41.6	-2.2
85702	TELEPHONE & CABLE TV INSTAL/RPR.	558	538	53.9	51.5	-2.4
89702	PRECISION COMPOSITOR, TYPESETTER	168	136	14.0	11.6	-2.4
85321	FARM EQUIPMENT MECHANICS	884	877	55.8	53.3	-2.5
58023	STOCK CLERKS:STOCKROOM OR WAREH.	1711	1676	150.2	146.2	-4.0
55328	STATISTICAL CLERKS	140	94	11.5	7.3	-4.2
55341	PAYROLL AND TIMEKEEPING CLERKS	402	332	34.6	27.5	-7.1
55302	STENOGRAPHERS	218	131	19.8	11.6	-8.2
56017	DATA ENTRY KEYERS, EX. COMPOSING	740	548	56.4	41.1	-15.3
55338	BOOKKEEPING & ACCOUNTING CLERKS	9250	8872	809.7	770.3	-39.4
97947	INDUSTRIAL TRUCK & TRACTOR OPER.	1989	1515	270.8	196.0	-74.8
74002	FARM WORKERS	9543	8528	368.0	251.3	-116.7

IDAHO
EMPLOYMENT by OCCUPATION
FOR OIS REGION III

OES CODE	OCCUPATIONAL TITLE	1987 STATE EMP	2000 STATE EMP	1987 REGION EMP	2000 REGION EMP	CHANGE
49011	SALESPERSONS, RETAIL	13603	17229	5202.3	6582.3	1380.0
97101	TRUCK DRIVERS	11908	15031	5053.7	6411.4	1357.7
19005	GENERAL MANAGERS AND TOP EXEC.	11032	13382	4588.7	5573.1	984.4
32502	REGISTERED NURSES	4595	7156	1798.4	2776.0	977.6
49023	CASHIERS	8617	10702	3349.2	4173.5	824.3
65008	WAITERS AND WAITRESSES	6727	8520	2623.7	3334.5	710.8
55199	GENERAL SECRETARIES	8333	10109	3389.2	4092.7	703.5
79014	GARDENERS AND GROUNDSKEEPERS	3839	5438	1419.3	2031.9	612.6
67005	JANITORS AND CLEANERS, EXC.MAIDS	5612	7194	2016.5	2593.6	577.1
22126	ELECTRICAL & ELECTRONIC ENGINEER	1114	2127	574.3	1135.9	561.6
68038	CHILD CARE WORKERS	5308	6623	2171.9	2708.5	536.6
31305	TEACHERS, ELEMENTARY	5203	6680	1684.8	2163.2	478.4
31308	TEACHERS, SECONDARY SCHOOL	4687	6146	1517.7	1990.0	472.3
22505	ELECTRICAL & ELECTRONIC TECHNS.	1026	1838	526.2	991.2	465.0
55347	GENERAL OFFICE CLERKS	7083	8239	2876.9	3337.2	460.3
21114	ACCOUNTANTS AND AUDITORS	3380	4523	1372.2	1830.1	457.9
93956	ALL OTHER ASSEMBLERS, FABRICATOR	2890	3644	1585.0	2034.6	449.6
65041	COMB. FOOD PREPARATION, SERVICE	3686	4583	1484.3	1846.3	362.0
85132	MAINTENANCE REPAIRERS, GEN.UTIL.	3884	4823	1442.5	1790.8	348.3
66008	NURSING AIDES AND ORDERLIES	3697	4586	1427.2	1767.7	340.5
43002	INSURANCE SALES WORKERS	1949	2572	922.5	1214.9	292.4
65026	COOKS, RESTAURANT	2389	3111	931.3	1215.6	284.3
45011	PROPERTY, REAL ESTATE MANAGEMENT	1590	2215	668.8	930.5	261.7
43008	SALES AGENTS, REAL ESTATE	1754	2378	730.0	989.6	259.6
32505	LICENSED PRACTICAL NURSES	2352	3003	909.7	1162.8	253.1
51002	FIRST LINE SUPERVISORS, CLERICAL	3142	3729	1287.4	1531.2	243.8
71005	FARM MANAGERS	610	1078	307.1	550.6	243.5
22135	MECHANICAL ENGINEERS	850	1385	347.7	587.7	240.0
68005	HAIRDRESSERS AND COSMETOLOGISTS	4206	4778	1737.0	1973.1	236.1
49021	STOCK CLERKS, SALES FLOOR	3921	4526	1518.6	1753.0	234.4
73002	FALLERS AND BUCKERS	2059	2608	802.2	1026.4	224.2
81008	FIRST LINE SUPERV.: PRODUCTION	1708	2130	625.5	829.8	204.3
65038	FOOD PREPARATION WORKERS	2356	2893	866.3	1065.3	199.0
55305	RECEPTIONISTS,INFORMATION CLERKS	2809	3290	1167.0	1364.2	197.2
83005	PRODUCTION INSPECTORS, GRADERS	950	1305	386.5	579.3	192.8
87402	PAINTERS AND PAPERHANGERS	1449	1888	596.4	779.3	182.9
65005	BARTENDERS	1867	2336	724.8	907.6	182.8
65014	DINING ROOM & BARTENDER HELPERS	1436	1898	553.1	734.9	181.8
87202	ELECTRICIANS	1645	2092	635.2	816.9	181.7
87502	PLUMBER, PIPEFITTER, STEAMFITTER	1424	1855	577.7	758.1	180.4
65032	COOKS, SPECIALTY FAST FOOD	1776	2213	720.7	897.9	177.2
65017	COUNTER ATTENDANTS	1576	1965	649.0	812.3	163.3
13002	FINANCIAL MANAGERS	2024	2398	870.8	1032.1	161.3
98799	ALL OTHER HAND MATERIAL MOVERS	2186	2578	811.7	972.6	160.9
67002	MAIDS AND HOUSEKEEPING CLEANERS	2222	2673	662.0	815.5	153.5
41002	FIRST LINE SUPERVISORS, SALES	2084	2465	819.6	971.3	151.7
87102	CARPENTERS	1730	2163	613.2	764.4	151.2
85302	AUTOMOTIVE MECHANICS	4009	4340	1635.1	1785.5	150.4
31521	TEACHERS AIDES, PARAPROFESSIONAL	1637	2098	532.8	682.0	149.2
97111	BUS DRIVERS, SCHOOL	1743	2153	650.4	797.9	147.5
13011	MARKETING, ADV., PUBLIC REL.MGRS	1164	1517	453.6	597.3	143.7
98999	ALL OTHER HELPER, LABORER, MOVER	3175	3588	1125.4	1268.8	143.4
25102	COMPUTER SYSTEMS ANALYSTS, EDP	667	1028	278.0	421.1	143.1
85311	BUS, TRUCK, DIESEL ENG. MECHANIC	1593	1993	629.9	772.6	142.7
65028	COOKS, INSTITUTION OR CAFETERIA	2070	2474	722.0	862.7	140.7
93914	WELDERS AND CUTTERS	1329	1650	610.5	749.6	139.1
66002	DENTAL ASSISTANTS	729	1058	295.5	428.5	133.0
22199	ALL OTHER ENGINEERS	740	1045	281.9	414.9	133.0
49008	SALES REPS.EXC.SCIENTIF & RETAIL	2693	3002	1119.1	1246.1	127.0
19999	ALL OTHER MANAGERS & ADMINIST.	1619	1925	666.9	791.5	124.6
55308	TYPISTS	1407	1704	603.3	726.7	123.4
81002	FIRST LINE SUPERV.:MECH.& REPAIR	1672	1951	681.0	803.4	122.4
49999	ALL OTHER SALES & RELATED OCC.	1313	1619	504.1	625.6	121.5
22514	DRAFTERS	865	1140	344.9	465.2	120.3
43021	TRAVEL AGENTS	358	627	158.2	278.2	120.0
15026	FOOD SERVICE & LODGING MANAGERS	2893	3206	1148.1	1266.4	118.3
55102	LEGAL SECRETARIES	729	968	360.3	478.6	118.3
21511	PERSONNEL,TRAIN.,LABOR REL. SPEC	935	1193	417.3	529.0	111.7

IDAHO
EMPLOYMENT by OCCUPATION
FOR OIS REGION III

OES CODE	OCCUPATIONAL TITLE	1987 STATE EMP	2000 STATE EMP	1987 REGION EMP	2000 REGION EMP	CHANGE
65099	ALL OTHER FOOD SERVICE WORKERS	990	1245	406.8	516.6	109.8
31317	INSTRUCTORS, NONVOCATIONAL EDUC.	677	945	273.3	382.2	108.9
15005	EDUCATION ADMINISTRATORS	1073	1385	371.6	479.3	107.7
43014	SECURITIES, FINANCIAL SERV.SALES	538	735	295.4	401.0	105.6
55105	MEDICAL SECRETARIES	622	872	248.6	348.7	100.1
58028	TRAFFIC, SHIPPING, & REC. CLERKS	1623	1849	676.1	775.6	99.5
93999	ALL OTHER HAND WORKERS	1601	1976	416.4	514.1	97.7
53302	INSURANCE ADJUSTERS,INVESTIGATOR	412	609	208.9	306.2	97.3
98902	HAND PACKERS AND PACKAGERS	2094	2350	741.8	838.1	96.3
65035	COOKS, SHORT ORDER	1009	1243	404.1	499.3	95.2
61099	ALL OTHER SERVICE SUPERVISORS	1020	1270	372.6	467.0	94.4
63047	GUARDS AND WATCH GUARDS	935	1190	342.4	434.7	92.3
65002	HOSTS & HOSTESSES: REST., LOUNGE	1074	1306	404.4	496.2	91.8
21108	LOAN OFFICERS AND COUNSELORS	859	1056	405.8	497.2	91.4
85717	ELECTRONICS REPAIRERS,COMM.&IND.	254	429	121.3	212.4	91.1
89108	MACHINISTS	728	886	338.9	429.3	90.4
56011	COMPUTER OPERATORS, EXC. PERIPH.	665	891	272.9	362.9	90.0
98905	VEHICLE, EQUIPMENT CLEANERS	766	968	314.1	403.2	89.1
31302	TEACHERS,PRESCHOOL & KINDERGARTN	795	1037	285.9	373.9	88.0
57305	POSTAL MAIL CARRIERS	872	1080	357.5	443.0	85.5
49017	COUNTER AND RENTAL CLERKS	615	830	243.5	328.9	85.4
32908	DENTAL HYGIENISTS	416	627	168.1	253.4	85.3
31399	ALL OTHER TEACHERS, INSTRUCTORS	906	1162	298.7	383.4	84.7
25105	COMPUTER PROGRAMMERS	814	1032	323.5	408.2	84.7
27108	PSYCHOLOGISTS	661	858	278.7	360.6	81.9
13017	ENGINEER., MATH., NAT. SCI. MGR.	725	899	310.9	392.6	81.7
58008	PRODUCTION, EXPEDITING CLERKS	333	490	141.2	221.2	80.0
85902	HEATING, A/C, REFRIG. MECHANICS	683	857	290.9	370.4	79.5
34035	ARTISTS AND RELATED WORKERS	660	857	266.0	345.2	79.2
21999	ALL OTHER MANAGEMENT SUPPORT OCC	1006	1220	398.8	477.9	79.1
68014	AMUSEMENT & RECREATION ATTENDANT	749	947	282.8	361.3	78.5
85305	AUTOMOTIVE BODY,RELATED REPAIRER	967	1150	404.0	482.3	78.3
32911	MEDICAL RECORDS TECHN.& TECHNOL.	197	401	75.3	151.9	76.6
24105	CHEMISTS, EXCEPT BIOCHEMISTS	267	410	103.1	179.4	76.3
97956	OPERATING ENGINEERS	1100	1391	366.6	442.5	75.9
15014	INDUSTRIAL PRODUCTION MANAGERS	633	787	248.5	324.3	75.8
11299	ALL OTHER POST SECONDARY TEACHER	825	1059	267.3	342.9	75.6
32308	PHYSICAL THERAPISTS	255	445	101.5	176.1	74.6
79999	ALL OTHER AGRIC.,FOREST,FISH.	1718	1914	673.7	747.4	73.7
55311	TYPISTS, WORD PROCESSING EQUIP.	644	820	263.2	334.0	70.8
97805	SERVICE STATION ATTENDANTS	1231	1425	455.6	525.2	69.6
13014	ADMINISTRATIVE SERVICES MANAGER	806	978	318.4	387.6	69.2
31311	TEACHERS, SPECIAL EDUCATION	744	955	240.9	309.3	68.4
21308	PURCHASING AGENT EX.WHO/RET/FARM	645	782	295.1	361.0	65.9
32902	MED./CLINICAL LAB. TECHNOLOGISTS	475	646	184.5	250.0	65.5
22511	MECHANICAL ENGINEERING TECHN.	324	449	143.5	208.6	65.1
31314	TEACHERS, VOCATIONAL EDUCATION	645	840	243.3	308.3	65.0
66005	MEDICAL ASSISTANTS	323	485	127.9	192.5	64.6
32105	DENTISTS	1197	1356	490.4	554.9	64.5
53905	TEACHER AIDES & EDUC. ASSISTANTS	618	802	215.5	280.0	64.5
65021	BAKERS, BREAD AND PASTRY	479	634	197.5	261.6	64.1
97923	EXCAVATION LOADING MACHINE OPER.	501	669	196.4	259.6	63.2
65023	BUTCHERS AND MEAT CUTTERS	676	833	269.4	332.0	62.6
59999	ALL OTHER CLERICAL & ADM.SUPPORT	938	1102	388.0	449.5	61.5
32114	VETERINARIANS, VET. INSPECTORS	372	526	142.0	203.0	61.0
89132	SHEET METAL WORKERS	525	651	234.7	295.4	60.7
63017	CORRECTION OFFICERS AND JAILERS	434	567	200.1	260.2	60.1
79002	FOREST AND CONSERVATION WORKERS	2039	2164	968.8	1028.6	59.8
66099	ALL OTHER HEALTH SERVICE WORKERS	359	515	137.2	196.0	58.8
15023	COMMUNICATION,TRANSP.,UTIL.MGRS	653	779	291.1	348.5	57.4
93114	ELECTRICAL, ELECTRONIC ASSEMBLER	300	381	222.9	279.7	56.8
61008	HOUSEKEEPERS, INSTITUTIONAL	699	855	242.3	298.6	56.3
24505	CHEMICAL TECHNICIANS, EXC.HEALTH	371	485	163.5	218.9	55.4
98312	HELPERS, CARPENTERS	602	763	214.9	270.2	55.3
28108	LAWYERS	3080	3146	1331.4	1384.7	53.3
49014	SALESPERSONS, PARTS	1616	1740	688.1	741.1	53.0
32999	ALL OTHER HEALTH PROF.,PARA,TECH	567	704	237.1	289.6	52.5
81005	FIRST LINE SUPERV.:CONST.EXTRAC.	721	879	261.8	313.5	51.7

IDAHO
EMPLOYMENT by OCCUPATION
FOR OIS REGION III

OES CODE	OCCUPATIONAL TITLE	1987 STATE EMP	2000 STATE EMP	1987 REGION EMP	2000 REGION EMP	CHANGE
55332	INTERVIEWING CLERKS,EX.PERSONNEL	230	327	123.6	174.8	51.2
63014	POLICE PATROL OFFICERS	983	1140	357.0	408.1	51.1
32102	PHYSICIANS AND SURGEONS	1555	1684	636.5	687.5	51.0
58005	DISPATCHERS: EXC. POL.,FIRE,AMB.	449	568	186.9	237.0	50.1
73008	LOG HANDLING EQUIPMENT OPERATORS	462	595	169.1	219.0	49.9
81099	ALL OTHER FIRST LINE SUPERVISORS	561	695	208.7	258.3	49.6
32517	PHARMACISTS	687	827	260.6	310.1	49.5
97108	BUS DRIVERS	329	428	158.3	206.9	48.6
53508	BILL AND ACCOUNT COLLECTORS	397	524	160.2	208.8	48.6
13005	PERSONNEL,TRAINING,LABOR REL.MGR	408	526	158.8	207.0	48.2
22302	ARCHITECTS, EXC. LAND. & MARINE	649	768	261.3	309.3	48.0
53123	ADJUSTMENT CLERKS	397	503	167.8	215.5	47.7
31321	INSTRUCTORS AND COACHES, SPORTS	577	703	217.8	264.9	47.1
93935	CANNERY WORKERS	4173	4312	1406.5	1453.5	47.0
85314	MOBILE HEAVY EQUIPMENT MECHANICS	608	732	256.1	303.1	47.0
98705	REFUSE COLLECTORS	447	547	193.1	239.6	46.5
22121	CIVIL ENGINEERS, INCL. TRAFFIC	585	694	259.0	305.4	46.4
87808	ROOFERS	486	596	199.6	245.0	45.4
87711	HIGHWAY MAINTENANCE WORKERS	1196	1306	518.8	563.9	45.1
92998	ALL OTHER MACHINE OPERATORS	777	925	239.1	284.1	45.0
81017	FIRST LINE SUPERV.:HELP,LABORERS	243	324	107.4	152.4	45.0
28305	PARALEGAL PERSONNEL	125	221	58.7	103.7	45.0
85123	MILLWRIGHTS	405	540	136.4	180.7	44.3
24111	GEOLOGIST, GEOPHYSICIST, OCEANOG	337	461	136.8	181.0	44.2
92512	OFFSET LITHOGRAPHIC PRESS SETTER	250	360	100.1	144.0	43.9
92308	SAWING MACHING OPERATOR/TENDER	864	994	294.1	337.8	43.7
87311	CONCRETE AND TERRAZZO FINISHERS	436	545	173.2	216.5	43.3
79005	NURSERY WORKERS	192	275	92.1	135.1	43.0
15017	CONSTRUCTION MANAGERS	538	651	212.6	255.4	42.8
15008	MEDICINE AND HEALTH SERV. MGRS	383	492	159.5	201.6	42.1
53902	LIBRARY ASSISTANTS & BOOKMOBILE	433	562	141.5	183.3	41.8
53805	RESERVATION & TRANS.TICKET AGENT	272	342	152.9	194.6	41.7
49005	SALES REPS,SCIENTIF.PROD.EXC.RET	641	731	263.3	304.6	41.3
34023	PHOTOGRAPHERS	519	618	212.3	252.8	40.5
73011	LOGGING TRACTOR OPERATORS	473	584	167.0	207.4	40.4
91705	WELDING MACHINE OPERATORS	166	227	109.1	149.3	40.2
92974	PACKAGING & FILLING MACHINE OPER	1015	1133	345.2	384.9	39.7
34011	REPORTERS AND CORRESPONDENTS	462	561	186.2	225.9	39.7
21902	COST ESTIMATORS	419	521	170.3	209.9	39.6
63008	FIRE FIGHTERS	684	794	247.1	286.0	38.9
32508	EMERGENCY MEDICAL TECHNICIANS	222	283	130.8	169.4	38.6
98502	MACHINE FEEDERS AND OFFBEARERS	1460	1574	501.5	540.1	38.6
24599	ALL OTHER SCIENCE TECHNICIANS	458	568	159.4	197.8	38.4
97702	AIRCRAFT PILOTS,FLIGHT ENGINEERS	229	294	130.8	168.8	38.0
85323	AIRCRAFT MECHANICS	236	297	140.0	177.3	37.3
22128	INDUSTRIAL ENGINEERS,EXC. SAFETY	197	298	69.5	106.7	37.2
32921	RADIOLOGIC TECHNICIANS	267	363	105.2	142.2	37.0
87708	PAVING, SURFACING, TAMPING	399	488	162.8	199.4	36.6
85723	ELECTRICAL POWERLINE INSTAL/RPR.	498	579	223.3	259.6	36.3
34051	MUSICIANS, INSTRUMENTAL	336	422	137.0	172.3	35.3
31216	ENGLISH & FOREIGN LANG. TEACHERS	378	485	122.4	157.1	34.7
89505	CUSTOM TAILORS AND SEWERS	469	554	189.8	224.2	34.4
63035	PRIVATE DETECTIVE & INVESTIGATOR	261	362	89.0	123.2	34.2
85119	ALL OTHER MACHINERY MECHANICS	878	1018	226.1	259.4	33.3
57102	SWITCHBOARD OPERATORS	619	708	225.9	258.8	32.9
31502	LIBRARIANS, PROFESSIONAL	447	546	153.9	186.7	32.8
31514	VOCATIONAL & EDUC. COUNSELORS	317	410	113.2	145.2	32.0
24508	NUCLEAR TECHNICIAN, TECHNOLOGIST	244	335	86.6	118.4	31.8
97938	GRADER, DOZER, SCRAPER OPERATORS	364	446	144.5	176.0	31.5
92726	LAUNDRY, DRYCLEANING MACH. OPER.	659	737	253.9	285.3	31.4
98102	MECHANIC AND REPAIRER HELPERS	446	524	173.5	204.9	31.4
66017	PHYSICAL, CORRECT.THERAPY ASSIST	135	215	52.5	83.7	31.2
31210	SOCIAL SCIENCE TEACHERS	339	435	109.7	140.9	31.2
43023	SALES AGENTS, ADVERTISING	335	417	129.4	160.2	30.8
32314	SPEECH PATHOLOGISTS,AUDIOLOGISTS	210	292	79.0	109.6	30.6
21102	UNDERWRITERS	116	180	57.4	88.0	30.6
53102	TELLERS	1729	1798	790.3	820.9	30.6
31218	ART, DRAMA, AND MUSIC TEACHERS	333	429	107.9	138.5	30.6

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IDAHO
EMPLOYMENT by OCCUPATION
FOR OIS REGION III

OES CODE	OCCUPATIONAL TITLE	1987 STATE EMP	2000 STATE EMP	1987 REGION EMP	2000 REGION EMP	CHANGE
39999	ALL OTHER PROF.,PARAPROF.,TECHN.	938	1014	422.5	453.0	30.5
55335	CUSTOMER SERVICE REPS, UTILITIES	386	456	165.5	195.5	30.0
32302	RESPIRATORY THERAPISTS	145	223	54.8	84.1	29.3
27302	SOCIAL WORKER, MED.& PSYCHIATRIC	251	324	107.4	136.5	29.1
92721	SEWING MACH. OPER., NON-GARMENT	262	315	158.8	187.8	29.0
43011	REAL ESTATE APPRAISERS	299	369	122.3	151.3	29.0
85953	TIRE REPAIRERS AND CHANGERS	573	640	222.6	251.6	29.0
13008	PURCHASING MANAGERS	1007	1077	393.7	422.6	28.9
53702	COURT CLERKS	340	426	115.1	144.0	28.9
34058	ATHLETE, COACH, UMPIRE & RELATED	281	358	102.5	131.1	28.6
27311	RECREATION WORKERS	477	554	168.1	196.6	28.5
31117	GRADUATE ASSISTANTS, TEACHING	310	398	100.4	128.9	28.5
15002	POSTMASTERS, MAIL SUPERINTENDENT	288	357	118.1	146.5	28.4
92717	SEWING MACH. OPERATOR, GARMENT	245	316	95.1	123.3	28.2
32928	SURGICAL TECHNICIANS	59	95	45.7	73.7	28.0
79011	GRADERS & SORTERS, AGRIC.PRODUCT	714	793	245.0	272.6	27.6
79017	ANIMAL CARETAKERS, EXCEPT FARM	503	577	181.0	208.4	27.4
89511	SHOE AND LEATHER WORKERS	123	182	60.4	87.8	27.4
89921	DENTAL LABORATORY TECHNICIANS	170	237	69.3	96.6	27.3
27305	SOCIAL WORKERS, EX. MED.& PSYCH.	545	606	283.1	309.6	26.5
53121	LOAN AND CREDIT CLERKS	512	567	247.0	273.1	26.1
25108	COMPUTER PROGRAMMER AIDES	260	328	100.2	126.2	26.0
67099	ALL OTHER CLEAN,BUILDING SERVICE	471	538	182.1	208.1	26.0
85705	DATA PROCESSING EQUIP. REPAIRERS	216	288	89.5	115.5	26.0
25302	OPERATIONS AND SYSTEMS ANALYSTS	89	136	48.4	74.2	25.8
83002	PRECISION INSPEC.,TESTERS,&GRADE	129	185	53.2	79.0	25.8
71002	FARMERS	232	283	105.4	130.1	24.7
43017	SALES AGENTS, BUSINESS SERVICES	216	272	94.2	118.5	24.3
87902	EARTH DRILLERS, EX. OIL & GAS	299	430	67.2	91.1	23.9
22599	ALL OTHER ENGINEERING TECHNICIAN	580	645	248.6	272.4	23.8
31505	TECHNICAL ASSISTANTS, LIBRARY	251	323	83.6	107.3	23.7
34002	WRITERS AND EDITORS	283	344	110.0	133.5	23.5
66011	HOME HEALTH AIDES	217	272	106.0	129.5	23.5
32905	MED./CLINICAL LAB. TECHNICIANS	189	250	75.7	98.7	23.0
34038	DESIGNERS, EXC. INTERIOR DESIGN.	315	377	113.3	136.1	22.8
85328	SMALL ENGINE SPECIALISTS	370	438	144.2	167.0	22.8
32917	RADIOLOGIC TECHNOLOGISTS	161	221	61.2	83.9	22.7
24308	BIOLOGICAL SCIENTISTS	299	342	152.3	174.9	22.6
34017	ANNOUNCERS, RADIO AND TV	366	421	149.3	171.9	22.6
27308	SOCIAL SERVICE TECHNICIANS	213	267	96.8	119.4	22.6
57308	POSTAL SERVICE CLERKS	288	343	118.1	140.6	22.5
24305	AGRICULTURAL AND FOOD SCIENTISTS	308	359	137.0	159.5	22.5
97989	ALL OTHER TRANSP.,MAT.MOVING OPR	452	511	168.6	191.1	22.5
31202	LIFE SCIENCE TEACHERS	239	307	77.5	99.5	22.0
87999	ALL OTHER CONSTR. & EXTRACTIVE	201	252	76.1	97.2	21.1
24399	ALL OTHER LIFE SCIENTISTS	260	323	87.3	107.9	20.6
91321	MACHINE FORMING OPERATORS, M/P	1[illegible]	225	58.4	78.9	20.5
68035	SOCIAL WELFARE SERVICE AIDES	[illegible]	198	61.3	81.8	20.5
72000	SUPERVISORS, FARM, FOREST,AG.REL	1851	1881	771.9	792.1	20.2
34008	PUBLIC RELATIONS SPECIALISTS	118	167	49.0	69.0	20.0
56014	PERIPHERAL EDP EQUIP. OPERATORS	98	142	44.8	64.4	19.6
85999	ALL OTHER MECHANICS, INSTALLERS	428	486	159.2	178.7	19.5
95099	ALL OTHER PLANT AND SYSTEM OCC.	233	288	77.6	97.0	19.4
89999	ALL OTHER PRECISION WORKERS	339	392	122.3	141.6	19.3
56099	ALL OTHER OFFICE MACH. OPERATORS	141	181	63.4	82.4	19.0
21199	ALL OTHER FINANCIAL SPECIALISTS	267	312	109.4	128.4	19.0
65011	FOOD SERVERS, OUTSIDE	191	244	63.2	82.1	18.9
58002	DISPATCHER:POLICE,FIRE,AMBULANCE	465	520	159.9	178.6	18.7
32521	DIETITIANS AND NUTRITIONISTS	154	201	62.4	81.1	18.7
21921	CLAIMS EXAMINERS, INSURANCE	50	89	23.5	41.9	18.4
81011	FIRST LINE SUPERV.: TRANSPORT.	292	338	106.3	124.7	18.4
22502	CIVIL ENGINEERING TECHNICIANS	308	354	147.4	165.4	18.0
31224	MATHEMATICAL SCIENCE TEACHERS	193	248	62.4	80.3	17.9
92953	COATING, PAINTING MACH. OPER.	139	174	59.0	76.8	17.8
89311	CABINETMAKERS & BENCH CARPENTERS	346	394	140.3	158.1	17.8
32305	OCCUPATIONAL THERAPISTS	69	115	28.8	46.4	17.6
63032	SHERIFFS AND DEPUTY SHERIFFS	479	531	158.5	175.8	17.3
61005	POLICE AND DETECTIVE SUPERVISORS	259	308	94.9	112.0	17.1

IDAHO
EMPLOYMENT by OCCUPATION
FOR OIS REGION III

OES CODE	OCCUPATIONAL TITLE	1987 STATE EMP	2000 STATE EMP	1987 REGION EMP	2000 REGION EMP	CHANGE
32511	PHYSICIAN ASSISTANTS	175	217	69.5	86.4	16.9
91702	WELDING MACHINE SETTER/OPERATOR	66	92	41.9	58.5	16.6
57311	MESSENGERS	246	282	107.7	124.1	16.4
21117	BUDGET ANALYSTS	168	213	66.8	82.9	16.1
43005	BROKERS, REAL ESTATE	120	158	50.1	66.2	16.1
21914	TAX EXAMINER,COLLECTOR,REV.AGENT	237	271	113.3	129.0	15.7
97951	CONVEYOR OPERATORS AND TENDERS	398	445	135.8	151.5	15.7
85947	COIN & VENDING MACHINE SERVICERS	285	329	106.4	122.1	15.7
89802	SLAUGHTERERS AND BUTCHERS	658	704	221.8	237.3	15.5
69999	ALL OTHER SERVICE WORKERS	294	339	97.3	112.6	15.3
19002	PUBLIC ADMIN., LEG., GEN. ADMIN.	378	423	125.5	140.5	15.0
53105	NEW ACCOUNTS CLERKS	266	299	123.0	138.0	15.0
87302	BRICK MASONS	206	245	80.6	95.6	15.0
53502	WELFARE ELIGIBILITY WORKERS	283	313	151.4	166.4	15.0
95002	WATER & WASTE TREAT. PLANT OPER.	265	307	91.3	106.1	14.8
68002	BARBERS	177	212	73.5	87.9	14.4
92965	CRUSHING & MIXING MACHINE OPER.	421	511	96.1	110.4	14.3
34005	TECHNICAL WRITERS	90	125	35.5	49.8	14.3
21508	EMPLOYMENT INTERVIEWERS	128	165	59.8	74.0	14.2
66026	PHARMACY ASSISTANTS	130	168	48.9	63.0	14.1
21911	COMPLIANCE & ENFORCE. INSPECTORS	528	561	264.1	277.6	13.5
93917	SOLDERERS AND BRAZERS	62	79	26.4	39.9	13.5
87802	INSULATION WORKERS	142	175	58.9	72.4	13.5
55314	PERSONNEL CLERKS, EXCEPT PAYROLL	341	377	140.8	154.3	13.5
89708	PRECISION LITHOGRAPHERS & PHOTO.	106	140	42.1	55.5	13.4
22105	METALLURGISTS AND REL. ENGINEERS	69	109	23.6	36.7	13.1
28311	TITLE EXAMINERS AND ABSTRACTORS	96	122	50.2	63.3	13.1
87814	STRUCTURAL METAL WORKERS	175	211	67.0	80.1	13.1
31114	NURSING INSTRUCTORS	129	167	43.0	55.7	12.7
21905	MANAGEMENT ANALYSTS	299	328	131.3	143.8	12.5
73005	CHOKE SETTERS	244	281	81.6	94.1	12.5
55344	BILLING, COST AND RATE CLERKS	700	722	280.5	292.9	12.4
24502	BIOLOGICAL, AGRIC., FOOD TECHN.	321	355	148.0	160.4	12.4
89111	TOOL GRINDERS,FILERS,SHARPENERS	169	198	63.1	75.5	12.4
92926	LOW PRESSURE BOILER OPERATOR	176	204	67.4	79.7	12.3
22132	SAFETY ENGINEERS, EXCEPT MINING	133	171	42.3	54.6	12.3
56021	DATA ENTRY KEYERS, COMPOSING	57	88	22.0	34.0	12.0
92314	WOODWORKING MACHINE OPERATORS	246	282	84.3	96.3	12.0
92100	ALL OTHER MET.&PLAS.MACH.SET/OPS	109	132	52.9	64.8	11.9
85128	MACHINERY MAINTENANCE WORKERS	154	189	52.6	64.5	11.9
92728	PRESSING MACH.OPERATOR, TEXTILES	162	181	76.6	88.4	11.8
66014	PSYCHIATRIC AIDES	141	156	109.1	120.6	11.5
91508	COMBINATION MACH.TOOL OPER., M/P	52	70	30.4	41.8	11.4
92971	EXTRUDING & FORMING OPERATOR	207	245	62.8	74.2	11.4
92997	ALL OTHER MACHINE SETTERS/OPER.	296	335	89.7	101.0	11.3
21505	SPECIAL AGENTS, INSURANCE	52	75	25.7	36.9	11.2
92543	PRINTING PRESS MACHINE OPERATOR	162	202	43.7	54.8	11.1
53908	ADVERTISING CLERKS	72	100	28.7	39.8	11.1
49026	VENDORS,SOLICITORS,DOOR-TO-DOOR	153	184	55.6	66.6	11.0
22114	CHEMICAL ENGINEERS	282	392	26.5	37.4	10.9
63099	ALL OTHER PROTECTIVE SERVICE	202	229	78.8	89.4	10.6
53808	HOTEL,DESK CLERKS	353	394	88.2	98.8	10.6
97199	ALL OTHER MOTOR VEHICLE OPERATOR	92	121	37.0	47.5	10.5
93926	CUTTERS AND TRIMMERS, HAND	134	165	48.0	58.4	10.4
87905	BLASTERS AND EXPLOSIVES WORKERS	118	177	22.5	32.9	10.4
91117	MACHINE TOOL CUTTING OPER., M/P	54	71	31.5	41.8	10.3
55326	PROCUREMENT CLERKS	129	142	70.4	80.7	10.3
91905	LATHE,TURNING MACH.SETTER/OP,M/P	159	192	47.9	57.8	9.9
31212	HEALTH SPECIALTIES TEACHERS	104	134	33.6	43.5	9.9
93947	PAINTING AND COATING, HAND	90	113	35.8	45.6	9.8
53708	LICENSE CLERKS	323	351	127.1	136.9	9.8
32317	RECREATION THERAPISTS	62	87	23.8	33.5	9.7
92311	WOODWORKING MACHINE SETTER/OPER.	197	226	68.1	77.8	9.7
91714	STRUCTURAL METAL FABRICATORS	104	126	46.9	56.6	9.7
85714	ELECTRIC MOTOR REPAIRERS	123	145	53.6	63.3	9.7
28399	ALL OTHER LEGAL ASSISTANTS	173	191	89.7	99.3	9.6
57108	CENTRAL OFFICE OPERATORS	136	159	55.5	64.9	9.4
98311	HELPERS, MASONS & TILE SETTERS	145	169	58.5	67.9	9.4

IDAHO
EMPLOYMENT by OCCUPATION
FOR OIS REGION III

OES CODE	OCCUPATIONAL TITLE	1987 STATE EMP	2000 STATE EMP	1987 REGION EMP	2000 REGION EMP	CHANGE
89399	ALL OTHER PRECISION WOODWORKERS	184	212	62.1	71.5	9.4
85326	AIRCRAFT ENGINE SPECIALISTS	64	82	31.8	41.2	9.4
49002	SALES ENGINEERS	52	68	27.3	36.7	9.4
93951	ENGRAVING AND PRINTING, HAND	63	89	21.7	30.9	9.2
92923	FURNACE, KILN, OVEN,KETTLE OPER.	534	627	52.6	61.4	8.8
97114	TAXI DRIVERS AND CHAUFFEURS	55	76	22.3	31.1	8.8
28308	TITLE SEARCHERS	59	76	31.0	39.6	8.6
53126	STATEMENT CLERKS	61	80	27.3	35.9	8.6
87308	HARD TILE SETTERS	82	103	33.9	42.3	8.4
98315	HELPERS, PLUMBERS, PIPEFITTERS	122	143	49.4	57.7	8.3
87899	ALL OTHER CONSTRUCTION WORKERS	184	204	75.7	83.9	8.2
89123	JEWELERS AND SILVERSMITHS	161	181	63.5	71.7	8.2
92519	ALL OTHER PRINTING PRESS SET/OP.	80	100	32.8	40.8	8.0
83099	ALL OTHER INSPECTORS, TESTERS	118	138	48.6	56.5	7.9
89914	PHOTOGRAPHIC PROCESS WORKERS	67	87	24.8	32.7	7.9
39005	TRAFFIC TECHNICIANS	330	344	191.0	198.8	7.8
89508	UPHOLSTERERS	143	162	63.9	71.7	7.8
61002	FIRE FIGHTING & PREV.SUPERVISORS	133	154	49.7	57.4	7.7
85926	OFFICE MACHINE,REGISTER SERVICER	248	268	112.3	120.0	7.7
22521	SURVEYING AND MAPPING TECHNICIAN	177	199	75.7	83.4	7.7
21105	CREDIT ANALYSTS	108	124	50.7	58.2	7.5
31222	ENGINEERING TEACHERS	81	104	26.2	33.6	7.4
21305	PURCHASING AGENTS & BUYERS, FARM	198	219	70.1	77.4	7.3
89135	BOILERMAKERS	69	86	29.9	37.2	7.3
89705	JOB PRINTERS	69	87	27.7	35.0	7.3
21111	TAX PREPARERS	111	129	46.4	53.6	7.2
89102	TOOL AND DIE MAKERS	23	35	12.6	19.8	7.2
92947	PAINTERS, TRANSPORTATION EQUIP.	62	78	26.2	33.3	7.1
93938	MEAT, POULTRY, FISH CUTTERS	195	216	65.7	72.8	7.1
31204	CHEMISTRY TEACHERS	79	101	25.6	32.7	7.1
56008	MAIL MACHINE OPERATORS	65	81	25.7	32.7	7.0
24199	ALL OTHER PHYSICAL SCIENTISTS	149	177	40.3	47.3	7.0
24302	FORESTER, CONSERVATION SCIENTIST	775	794	366.0	373.0	7.0
27502	CLERGY	31	49	12.1	19.1	7.0
91505	COMBINATION MACH.TOOL SET/OP,M/P	57	70	29.0	35.9	6.9
92914	PAPER GOODS MACHINE SETTER/OPER.	100	124	26.8	33.7	6.9
85711	ELECTR. HOME APPL. & POWER TOOL	146	163	58.6	65.5	6.9
53308	INSURANCE EXAMINING CLERKS	25	40	11.6	18.5	6.9
87805	SHEET METAL DUCT INSTALLERS	108	125	44.3	51.2	6.9
89199	ALL OTHER PRECISION METAL WORKER	42	53	22.7	29.6	6.9
32923	ELECTROENCEPHALOGRAPH TECHN.	13	22	10.2	17.0	6.8
31209	ALL OTHER PHYS. SCIENCE TEACHERS	75	96	24.3	31.1	6.8
98319	HELPERS, ALL OTHER CONSTRUCTION	93	127	25.3	31.9	6.6
31226	COMPUTER SCIENCE TEACHERS	71	91	22.9	29.5	6.6
92525	BINDERY MACHINE SETTER/OPERATOR	70	87	27.9	34.4	6.5
58026	ORDER FILLERS, SALES	490	506	204.4	210.9	6.5
95028	POWER DISTRIBUTORS & DISPATCHERS	99	112	45.9	52.4	6.5
58017	WEIGHERS, MEASURERS, CHECKERS	114	135	35.4	41.8	6.4
63011	POLICE DETECTIVES	179	196	69.1	75.5	6.4
31517	INSTRUCTIONAL COORDINATORS	97	116	38.4	44.8	6.4
87508	PIPELAYERS	120	137	46.4	52.8	6.4
53311	INSURANCE CLAIMS CLERKS	144	158	72.2	78.4	6.2
91917	ELECTROLYTIC PLATING SET/OP.,M/P	14	24	7.9	14.1	6.2
93105	MACHINE BUILDERS	25	35	16.0	22.2	6.2
58021	MARKING CLERKS	99	115	36.2	42.4	6.2
32914	NUCLEAR MEDICINE TECHNOLOGISTS	19	27	14.8	20.9	6.1
87602	CARPET INSTALLERS	97	112	40.3	46.4	6.1
85502	CENTRAL OFFICE & PBX INSTAL/RPR.	239	254	97.7	103.7	6.0
21917	ASSESSORS	181	199	62.6	68.5	5.9
89308	WOOD MACHINISTS	147	164	59.2	65.1	5.9
53914	REAL ESTATE CLERKS	89	102	43.2	49.0	5.8
22311	SURVEYING AND MAPPING SCIENTISTS	119	134	49.0	54.6	5.6
25313	ACTUARIES	12	24	5.5	11.1	5.6
68008	MANICURISTS	64	78	26.3	31.9	5.6
92944	CUTTING & SLICING MACHINE OPER.	83	96	32.3	37.9	5.6
68021	USHERS, LOBBY ATT., TICKET TAKER	90	108	26.5	32.0	5.5
89808	FOOD BATCHMAKERS	231	247	77.8	83.3	5.5
53911	PROOFREADERS AND COPY MARKERS	57	71	22.5	28.0	5.5

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IDAHO
EMPLOYMENT by OCCUPATION
FOR OIS REGION III

OES CODE	OCCUPATIONAL TITLE	1987 STATE EMP	2000 STATE EMP	1987 REGION EMP	2000 REGION EMP	CHANGE
87314	REINFORCING METAL WORKERS	76	90	31.0	36.4	5.4
89805	BAKERS, MANUFACTURING	76	91	28.7	34.1	5.4
66023	AMBULANCE DRIVERS & ATTENDANTS	34	41	23.3	28.6	5.3
25319	ALL OTHER MATHEMATICAL SCIENTIST	98	112	42.4	47.7	5.3
32399	ALL OTHER THERAPISTS	124	132	73.3	78.5	5.2
56005	DUPLICATING MACHINE OPERATORS	55	70	19.2	24.4	5.2
91108	DRILLING,BORING MACH.SET/OP.,M/P	17	25	10.0	15.2	5.2
92521	PHOTOENGRAVING & LITH. PHOTOGRA.	49	61	19.3	24.4	5.1
21908	CONSTRUCTION, BUILDING INSPECTOR	149	161	57.9	63.0	5.1
31206	PHYSICS TEACHERS	58	74	18.8	23.9	5.1
28302	LAW CLERKS	71	82	29.3	34.3	5.0
56002	BILL., POST, CALCULATING MACH.OP	237	249	96.0	100.9	4.9
53705	MUNICIPAL CLERKS	121	135	39.9	44.7	4.8
34056	PROD.,D[illegible]ECT.,ACTORS,ENTERTAINER	49	62	19.9	24.7	4.8
91105	LATHE,TURNING MACH.SETTER/OP,M/P	32	40	17.6	22.4	4.8
57302	MAIL CLERKS, EXC. MAIL MACHINE	333	346	141.0	145.7	4.7
95021	POWER GENERATING PLANT OPERATOR	87	98	38.4	43.1	4.7
92921	ROASTING,DRYING OPER., FOOD/TOB.	192	206	64.7	69.4	4.7
85928	MECHANICAL CONTROL INSTAL.& REPR	100	111	45.5	50.2	4.7
87105	CEILING TILE INSTALLERS	55	66	22.4	27.1	4.7
24108	METEOROLOGISTS	26	35	13.1	17.6	4.5
63044	CROSSING GUARDS	46	57	18.7	23.2	4.5
97941	HOIST AND WINCH OPERATORS	76	91	23.8	28.3	4.5
92546	BINDERY MACHINE OPERATORS	46	58	18.0	22.4	4.4
58099	ALL OTHER MATERIAL WORKERS	71	82	27.3	31.7	4.4
91102	SAWING MACH. TOOL SETTER/OP.,M/P	53	62	25.2	29.5	4.3
43099	ALL OTHER SERVICE SALES OCC.	25	35	10.4	14.7	4.3
98316	HELPERS, ROOFERS	65	75	26.5	30.8	4.3
98313	HELPERS, ELECTRICIANS	71	81	30.0	34.3	4.3
34053	DANCERS AND CHOREOGRAPHERS	46	56	18.9	23.1	4.2
92305	HEAD SAWYERS	76	88	25.4	29.5	4.1
97899	ALL OTHER TRANSPORTATION WORKERS	120	137	36.0	40.1	4.1
22308	LANDSCAPE ARCHITECTS	49	59	21.8	25.9	4.1
87305	STONE MASONS	52	61	22.6	26.7	4.1
79008	LOG GRADERS AND SCALERS	80	92	26.7	30.6	3.9
85118	MACHINERY MECHANICS: PLANT	111	123	41.0	44.9	3.9
91302	PUNCHING MACH. SETTER/OPER., M/P	17	23	9.9	13.7	3.8
85721	POWERHOUSE & RELAY ELECTRICIANS	61	69	27.4	31.2	3.8
32926	ELECTROCARDIOGRAPH TECHNICIANS	17	22	13.2	17.0	3.8
31111	LECTURERS	101	110	42.1	45.9	3.8
92905	MOTION PICTURE PROJECTIONISTS	62	75	18.0	21.7	3.7
22108	MINING [illegible]GINEERS, INC. SAFETY	52	77	12.7	16.4	3.7
92962	SEPARAT[illegible]G, FILTERING MACH. OP.	112	124	36.1	39.8	3.7
92302	SAWING MACHINE SETTER/OPERATOR	75	86	26.2	29.8	3.6
87108	DRYWALL INSTALLERS	59	68	24.1	27.6	3.5
87817	FENCE ERECTORS	63	72	25.8	29.3	3.5
15021	MINING AND RELATED MANAGERS	47	71	6.1	9.5	3.4
53128	BROKERAGE CLERKS	26	31	17.7	21.1	3.4
39002	AIR TRAFFIC CONTROLLERS	95	101	48.4	51.7	3.3
39011	FUNERAL DIRECTORS AND MORTICIANS	82	90	34.3	37.6	3.3
85911	ELECTRIC METER INSTALLERS/REPAIR	51	58	22.3	25.6	3.3
89911	DETAIL DESIGN DECORATORS & PAINT	34	42	14.1	17.3	3.2
66021	OCCUPATIONAL THERAPY ASSISTANTS	14	23	5.3	8.5	3.2
34026	CAMERA OPERATORS, TV & MOVIES	29	37	11.0	14.2	3.2
27105	URBAN AND REGIONAL PLANNERS	70	79	27.4	30.6	3.2
87702	AIR HAMMER OPERATORS	40	47	17.3	20.5	3.2
92917	COOKING MACHINE OPER., FOOD/TOB.	114	123	39.5	42.6	3.1
67001	JANITORS, CLEANERS, MAIDS	77	83	29.2	32.3	3.1
34041	INTERIOR DESIGNERS	68	75	29.0	32.1	3.1
32523	DIETETIC TECHNICIANS	68	76	25.5	28.5	3.0
93953	GRINDING AND POLISHING, HAND	37	45	14.6	17.6	3.0
22111	PETROLEUM ENGINEERS	15	23	6.3	9.3	3.0
91308	SHEAR, SLITTER MACH. [illegible]SET/OP.,M/P	18	23	9.3	12.3	3.0
85938	MOBILE HOME INSTALLER & REPAIRER	121	128	46.7	49.6	2.9
27199	ALL OTHER SOCIAL SCIENTISTS	66	73	30.7	33.5	2.8
32111	PODIATRISTS	43	49	17.3	20.1	2.8
85317	RAIL CAR REPAIRERS	67	83	10.4	13.2	2.8
34044	MERCHANDISE DISPLAYERS	35	42	12.8	15.5	2.7

IDAHO
EMPLOYMENT by OCCUPATION
FOR OIS REGION III

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85599	ALL OTHER COMMUN.EQUIP.MECHANICS	46	53	18.8	21.5	2.7
55323	ORDER CLERKS: MATERIALS, SERVICE	548	548	212.0	214.7	2.7
87111	TAPERS	37	43	15.0	17.6	2.6
91305	PRESS, BRAKE MACH.SETTER/OP.,M/P	36	42	15.4	18.0	2.6
87811	GLAZIERS	312	318	129.2	131.8	2.6
53505	INVESTIGATORS, CLERICAL	16	23	5.3	7.8	2.5
63041	FISH AND GAME WARDENS	92	96	53.3	55.8	2.5
53111	LOAN INTERVIEWERS	29	34	13.1	15.6	2.5
85908	ELECTROMEDICAL & BIOMED. REPAIR.	24	31	9.3	11.8	2.5
98314	HELPERS, PAINTERS, PLASTERERS	36	42	14.6	17.1	2.5
92956	CEMENTING & GLUING MACHINE OPER.	53	61	17.4	19.8	2.4
83008	TRANSPORTATION INSPECTORS	126	130	62.3	64.7	2.4
92932	DAIRY PROCESSING EQUIP. OPERATOR	189	196	63.7	66.0	2.3
92951	COATING, PAINTING SETTER/OPER.	30	35	12.0	14.3	2.3
31511	CURATORS,ARCHIVISTS, MUSEUM TECH	16	21	8.6	10.7	2.1
89899	ALL OTHER PRECISION FOOD,TOBACCO	87	93	29.3	31.4	2.1
79021	FARM EQUIPMENT OPERATORS	80	86	27.0	29.0	2.0
97914	MAIN LINE STATION ENGINEERS	6	8	6.0	8.0	2.0
95032	STATIONARY ENGINEERS	102	108	38.7	40.7	2.0
89117	PRECISION LAYOUT WORKERS, METAL	22	26	10.7	12.7	2.0
85728	ELECTRICAL INSTALLERS & REPAIRER	37	41	15.4	17.2	1.8
31508	AUDIO-VISUAL SPECIALISTS	19	24	6.1	7.9	1.8
24311	MEDICAL SCIENTISTS	74	77	42.6	44.4	1.8
53117	CREDIT CHECKERS	59	65	22.3	24.1	1.8
27102	ECONOMISTS, MARKET ANALYSTS	118	123	50.9	52.7	1.8
93108	STRUCTURAL METAL FITTERS	25	29	11.6	13.4	1.8
85905	PRECISION INSTRUMENT REPAIRERS	92	108	22.4	24.2	1.8
85799	ALL OTHER ELECTRIC.,ELECTRO.MECH	22	26	9.0	10.7	1.7
92908	PHOTOGRAPHIC PROCESSING MACH.OP.	38	42	15.4	16.9	1.5
25315	FINANCIAL ANALYSTS, STATISTICAL	19	22	11.0	12.5	1.5
85932	ELEVATOR INSTALLERS & REPAIRERS	21	25	8.8	10.3	1.5
34028	BROADCAST TECHNICIANS	60	64	24.5	26.0	1.5
49032	DEMONSTRATORS, PROMOTERS, MODELS	22	26	8.3	9.8	1.5
63023	BAILIFFS	34	38	11.2	12.6	1.4
87989	ALL OTHER EXTRACTIVE OCC.,EX.HEL	32	40	10.6	12.0	1.4
34014	BROADCAST NEWS ANALYSTS	21	24	8.5	9.8	1.3
93944	MOLDERS AND CASTERS, HAND	35	40	9.7	11.0	1.3
67008	PEST CONTROLLERS AND ASSISTANTS	115	119	41.9	43.2	1.3
93911	GLAZIER, MANUFACTURING	21	24	9.8	11.1	1.3
89514	SPOTTERS, DRY CLEANING	30	33	12.5	13.8	1.3
21302	WHOLESALE, RETAIL BUYERS,EX.FARM	776	779	310.9	312.1	1.2
97317	RAILROAD BRAKE, SIGNAL, SWITCH	374	381	59.7	60.9	1.2
73099	ALL OTHER TIMBER CUTTING WORKERS	47	51	15.0	16.2	1.2
97808	PARKING LOT ATTENDANTS	13	16	5.3	6.5	1.2
39008	RADIO OPERATORS	19	21	10.1	11.2	1.1
25312	STATISTICIANS	15	18	6.8	7.9	1.1
85951	BICYCLE REPAIRERS	103	106	40.9	42.0	1.1
89517	PRESSERS, DELICATE FABRICS	37	40	15.3	16.4	1.1
85514	RADIO MECHANICS	49	51	20.9	21.9	1.0
92941	CUTTING AND SLICING SETTER/OPER.	38	44	7.1	8.1	1.0
91921	ELECTROLYTIC PLATING OPER., M/P	17	19	7.8	8.8	1.0
91114	GRINDING,BUFFING MACH.SET/OP.M/P	16	18	6.4	7.3	0.9
53802	TRAVEL CLERKS	32	35	9.9	10.8	0.9
53108	TRANSIT CLERKS	12	14	5.4	6.3	0.9
28102	JUDGES AND MAGISTRATES	50	53	22.5	23.4	0.9
91923	NONELECTROLYTIC PLATING SET.,M/P	11	13	5.1	6.0	0.9
22517	ESTIMATORS & DRAFTERS, UTILITIES	19	21	8.6	9.4	0.8
85956	MENDERS, GARMENTS AND LINENS	22	24	9.5	10.3	0.8
87511	SEPTIC TANK, SEWER SERVICERS	14	16	6.0	6.8	0.8
92705	TEXTILE MACHINE OPERATORS	22	24	10.1	10.8	0.7
68041	FUNERAL ATTENDANTS	20	22	8.4	9.1	0.7
92928	COOLING, FREEZING EQUIP. OPER.	35	37	11.8	12.5	0.7
85935	RIGGERS	17	19	6.4	7.1	0.7
68023	BAGGAGE PORTERS AND BELLHOPS	79	82	19.1	19.8	0.7
85914	CAMERA & PHOTOGRAPHIC REPAIRERS	48	50	19.3	20.0	0.7
28105	ADJUDICATORS & HEARING OFFICERS	24	25	12.8	13.5	0.7
92958	CLEANING, PICKLING EQUIP. OPER.	25	27	8.4	9.1	0.7
63021	PARKING ENFORCEMENT OFFICERS	23	25	7.6	8.3	0.7

IDAHO
EMPLOYMENT by OCCUPATION
FOR OIS REGION III

OES CODE	OCCUPATIONAL TITLE	1987 STATE EMP	2000 STATE EMP	1987 REGION EMP	2000 REGION EMP	CHANGE
63005	FOREST FIRE INSPECT & PREVENTION	18	19	10.2	10.8	0.6
63028	CRIMINAL INVESTIGATORS, FEDERAL	42	43	21.4	21.9	0.5
97302	RAILROAD CONDUCTORS, YARDMASTERS	135	138	21.6	22.0	0.4
77005	FISHERS, HUNTERS, AND TRAPPERS	15	16	5.8	6.2	0.4
89314	FURNITURE FINISHERS	19	20	9.9	10.3	0.4
85505	FRAME WIRERS, CENTRAL OFFICE	18	19	7.3	7.7	0.4
93921	PRESSERS,HAND	21	22	8.7	9.1	0.4
97944	CRANE AND TOWER OPERATORS	22	24	8.2	8.5	0.3
97305	LOCOMOTIVE ENGINEERS	155	157	24.7	25.0	0.3
63002	FIRE INSPECTORS	27	28	9.6	9.9	0.3
24102	PHYSICISTS AND ASTRONOMERS	78	77	29.5	29.5	0.0
31323	FARM & HOME MANAGEMENT ADVISORS	208	208	67.7	67.6	-0.1
89502	FABRIC PATTERNMAKER,LAYOUT WORKR	17	18	9.8	9.6	-0.2
87714	RAIL-TRACK LAYING EQUIP. OPER.	53	52	8.3	8.1	-0.2
85708	HOME ENTERTAINMENT EQ. REPAIRERS	287	285	121.6	121.2	-0.4
85917	WATCHMAKERS	28	25	10.8	9.9	-0.9
22117	NUCLEAR ENGINEERS	492	495	175.1	174.1	-1.0
55321	FILE CLERKS	880	889	359.9	358.8	-1.1
85321	FARM EQUIPMENT MECHANICS	884	877	389.7	388.4	-1.3
92541	TYPESETTING MACH. OPERATOR/TEND.	161	157	63.8	62.2	-1.6
85921	MUSICAL INSTRUMENT REPAIR & TUNE	16	12	6.7	4.7	-2.0
85308	MOTORCYCLE REPAIRERS	180	174	70.1	67.6	-2.5
85726	TELEPH. STATION INSTALL.& REPAIR	129	121	52.7	49.5	-3.2
92515	LETTERPRESS SETTER/OPERATOR	225	215	89.2	85.3	-3.9
97117	DRIVER/SALES WORKERS	1016	999	370.6	364.0	-6.6
85702	TELEPHONE & CABLE TV INSTAL/RPR.	558	538	229.7	221.8	-7.9
58014	METER READERS, UTILITIES	174	150	71.9	60.7	-11.2
32514	OPTICIANS, DISPENSING & MEASUR.	312	286	124.0	112.7	-11.3
89702	PRECISION COMPOSITOR, TYPESETTER	168	136	67.8	54.7	-13.1
32108	OPTOMETRISTS	187	154	76.7	62.8	-13.9
58023	STOCK CLERKS:STOCKROOM OR WAREH.	1711	1676	680.4	664.0	-16.4
53314	INSURANCE POLICY PROCESS. CLERKS	508	479	260.0	243.4	-16.6
55328	STATISTICAL CLERKS	140	94	55.9	36.2	-19.7
55341	PAYROLL AND TIMEKEEPING CLERKS	402	332	158.5	131.3	-27.2
55302	STENOGRAPHERS	218	131	77.1	46.2	-30.9
56017	DATA ENTRY KEYERS, EX. COMPOSING	740	548	315.5	230.9	-84.6
93905	ELECTRICAL, ELECTRONIC ASSEMBLER	556	403	363.3	262.0	-101.3
92902	ELECTRONIC SEMICONDUCTOR	819	635	529.0	410.1	-118.9
55338	BOOKKEEPING & ACCOUNTING CLERKS	9250	8872	3801.5	3663.7	-137.8
97947	INDUSTRIAL TRUCK & TRACTOR OPER.	1989	1515	690.6	526.5	-164.1
74002	FARM WORKERS	9543	8528	4402.8	4069.5	-333.3

IDAHO
EMPLOYMENT by OCCUPATION
FOR OIS REGION IV

OES CODE	OCCUPATIONAL TITLE	1987 STATE EMP	2000 STATE EMP	1987 REGION EMP	2000 REGION EMP	CHANGE
49011	SALESPERSONS, RETAIL	13603	17229	2066.7	2623.1	556.4
97101	TRUCK DRIVERS	11908	15031	1845.6	2316.7	471.1
32502	REGISTERED NURSES	4595	7156	525.7	823.2	297.5
79014	GARDENERS AND GROUNDSKEEPERS	3839	5438	674.1	955.7	281.6
49023	CASHIERS	8617	10702	1236.6	1513.6	277.0
65008	WAITERS AND WAITRESSES	6727	8520	995.1	1252.4	257.3
19005	GENERAL MANAGERS AND TOP EXEC.	11032	13382	1339.7	1596.9	257.2
68038	CHILD CARE WORKERS	5308	6623	884.0	1100.8	216.8
55199	GENERAL SECRETARIES	8333	10109	956.1	1141.7	185.6
31305	TEACHERS, ELEMENTARY	5203	6680	619.7	795.6	175.9
31308	TEACHERS, SECONDARY SCHOOL	4687	6146	558.7	732.5	173.8
67005	JANITORS AND CLEANERS, EXC.MAIDS	5612	7194	661.9	816.7	154.8
55347	GENERAL OFFICE CLERKS	7083	8239	869.6	995.0	125.4
65041	COMB. FOOD PREPARATION, SERVICE	3686	4583	515.4	640.2	124.8
85132	MAINTENANCE REPAIRERS, GEN.UTIL.	3884	4823	570.4	692.4	122.0
21114	ACCOUNTANTS AND AUDITORS	3380	4523	400.4	516.8	116.4
65026	COOKS, RESTAURANT	2389	3111	373.2	486.0	112.8
71005	FARM MANAGERS	610	1078	149.8	260.6	110.8
66008	NURSING AIDES AND ORDERLIES	3697	4586	441.6	551.0	109.4
43008	SALES AGENTS, REAL ESTATE	1754	2378	295.5	400.5	105.0
15011	PROPERTY, REAL ESTATE MANAGEMENT	1590	2215	262.9	366.2	103.3
68005	HAIRDRESSERS AND COSMETOLOGISTS	4206	4778	655.6	746.7	91.1
73002	FALLERS AND BUCKERS	2059	2608	256.8	347.0	90.2
43002	INSURANCE SALES WORKERS	1949	2572	271.6	357.8	86.2
49021	STOCK CLERKS, SALES FLOOR	3921	4526	543.9	627.1	83.2
65038	FOOD PREPARATION WORKERS	2356	2893	331.0	407.9	76.9
32505	LICENSED PRACTICAL NURSES	2352	3003	272.5	349.1	76.6
65005	BARTENDERS	1867	2336	282.1	351.7	69.6
87402	PAINTERS AND PAPERHANGERS	1449	1888	229.4	298.7	69.3
87102	CARPENTERS	1730	2163	253.3	322.0	68.7
65014	DINING ROOM & BARTENDER HELPERS	1436	1898	208.0	273.2	65.2
67002	MAIDS AND HOUSEKEEPING CLEANERS	2222	2673	433.7	498.3	64.6
51002	FIRST LINE SUPERVISORS, CLERICAL	3142	3729	384.3	446.2	61.9
65032	COOKS, SPECIALTY FAST FOOD	1776	2213	244.7	304.9	60.2
22126	ELECTRICAL & ELECTRONIC ENGINEER	1114	2127	74.5	131.7	57.2
87502	PLUMBER, PIPEFITTER, STEAMFITTER	1424	1855	188.4	245.3	56.9
65017	COUNTER ATTENDANTS	1576	1965	227.6	284.2	56.6
97111	BUS DRIVERS, SCHOOL	1743	2153	249.1	304.7	55.6
31521	TEACHERS AIDES, PARAPROFESSIONAL	1637	2098	194.5	249.3	54.8
93956	ALL OTHER ASSEMBLERS, FABRICATOR	2890	3644	221.6	274.1	52.5
87202	ELECTRICIANS	1645	2092	200.9	251.9	51.0
65028	COOKS, INSTITUTION OR CAFETERIA	2070	2474	255.1	306.0	50.9
98999	ALL OTHER HELPER, LABORER, MOVER	3175	3588	391.9	441.9	50.0
41002	FIRST LINE SUPERVISORS, SALES	2084	2465	306.1	356.0	49.9
85311	BUS, TRUCK, DIESEL ENG. MECHANIC	1593	1993	216.9	266.0	49.1
93935	CANNERY WORKERS	4173	4312	1465.4	1514.4	49.0
15026	FOOD SERVICE & LODGING MANAGERS	2893	3206	483.7	531.3	47.6
98902	HAND PACKERS AND PACKAGERS	2094	2350	426.7	474.0	47.3
98799	ALL OTHER HAND MATERIAL MOVERS	2186	2578	326.9	372.3	45.4
13011	MARKETING, ADV., PUBLIC REL.MGRS	1164	1517	164.6	209.8	45.2
43021	TRAVEL AGENTS	358	627	56.6	99.9	43.3
31317	INSTRUCTORS, NONVOCATIONAL EDUC.	677	945	108.6	151.8	43.2
55305	RECEPTIONISTS,INFORMATION CLERKS	2809	3290	349.7	391.4	41.7
49008	SALES REPS.EXC.SCIENTIF & RETAIL	2693	3002	365.2	406.1	40.9
15005	EDUCATION ADMINISTRATORS	1073	1385	133.6	172.9	39.3
49999	ALL OTHER SALES & RELATED OCC.	1313	1619	184.8	223.7	38.9
13002	FINANCIAL MANAGERS	2024	2398	223.8	262.1	38.3
66002	DENTAL ASSISTANTS	729	1058	82.8	120.4	37.6
22505	ELECTRICAL & ELECTRONIC TECHNS.	1026	1838	71.9	109.1	37.2
22135	MECHANICAL ENGINEERS	850	1385	64.1	101.1	37.0
25102	COMPUTER SYSTEMS ANALYSTS, EDP	667	1028	70.0	106.2	36.2
65099	ALL OTHER FOOD SERVICE WORKERS	990	1245	147.6	182.9	35.3
19999	ALL OTHER MANAGERS & ADMINIST.	1619	1925	190.6	225.5	34.9
65002	HOSTS & HOSTESSES: REST., LOUNGE	1074	1306	172.5	206.3	33.8
93999	ALL OTHER HAND WORKERS	1601	1976	147.1	180.1	33.0
79999	ALL OTHER AGRIC.,FOREST,FISH.	1718	1914	288.5	321.3	32.8
65035	COOKS, SHORT ORDER	1009	1243	143.1	175.1	32.0
34035	ARTISTS AND RELATED WORKERS	660	857	105.9	137.6	31.7

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IDAHO
EMPLOYMENT by OCCUPATION
FOR OIS REGION IV

OES CODE	OCCUPATIONAL TITLE	1987 STATE EMP	2000 STATE EMP	1987 REGION EMP	2000 REGION EMP	CHANGE
27108	PSYCHOLOGISTS	661	858	101.5	133.2	31.7
31302	TEACHERS,PRESCHOOL & KINDERGARTN	795	1037	101.8	133.5	31.7
31399	ALL OTHER TEACHERS, INSTRUCTORS	906	1162	107.0	137.6	30.6
85302	AUTOMOTIVE MECHANICS	4009	4340	612.0	642.5	30.5
55308	TYPISTS	1407	1704	143.3	173.5	30.2
55102	LEGAL SECRETARIES	729	968	92.3	122.3	30.0
81002	FIRST LINE SUPERV.:MECH.& REPAIR	1672	1951	225.2	254.4	29.2
97805	SERVICE STATION ATTENDANTS	1231	1425	192.3	221.0	28.7
92974	PACKAGING & FILLING MACHINE OPER	1015	1133	295.0	323.6	28.6
55105	MEDICAL SECRETARIES	622	872	71.2	99.8	28.6
61099	ALL OTHER SERVICE SUPERVISORS	1020	1270	134.8	163.2	28.4
81008	FIRST LINE SUPERV.: PRODUCTION	1708	2130	238.4	266.7	28.3
32114	VETERINARIANS, VET. INSPECTORS	372	526	70.8	98.8	28.0
93914	WELDERS AND CUTTERS	1329	1650	131.1	158.9	27.8
31299	ALL OTHER POST SECONDARY TEACHER	825	1059	98.4	126.2	27.8
68014	AMUSEMENT & RECREATION ATTENDANT	749	947	109.7	137.4	27.7
98312	HELPERS, CARPENTERS	602	763	97.0	124.5	27.5
58028	TRAFFIC, SHIPPING, & REC. CLERKS	1623	1849	228.2	255.1	26.9
85305	AUTOMOTIVE BODY,RELATED REPAIRER	967	1150	142.0	168.3	26.3
85902	HEATING, A/C, REFRIG. MECHANICS	683	857	103.6	129.3	25.7
57305	POSTAL MAIL CARRIERS	872	1080	105.6	130.8	25.2
97956	OPERATING ENGINEERS	1100	1391	105.9	131.0	25.1
98905	VEHICLE, EQUIPMENT CLEANERS	766	968	110.1	135.2	25.1
31311	TEACHERS, SPECIAL EDUCATION	744	955	88.7	113.8	25.1
63014	POLICE PATROL OFFICERS	983	1140	142.2	166.6	24.4
32308	PHYSICAL THERAPISTS	255	445	31.9	56.1	24.2
32908	DENTAL HYGIENISTS	416	627	47.4	71.5	24.1
32911	MEDICAL RECORDS TECHN.& TECHNOL.	197	401	22.3	46.1	23.8
56011	COMPUTER OPERATORS, EXC. PERIPH.	665	891	77.8	101.2	23.4
31314	TEACHERS, VOCATIONAL EDUCATION	645	840	71.1	94.5	23.4
53905	TEACHER AIDES & EDUC. ASSISTANTS	618	802	77.6	100.9	23.3
43014	SECURITIES, FINANCIAL SERV.SALES	538	735	59.5	82.7	23.2
21108	LOAN OFFICERS AND COUNSELORS	859	1056	93.9	116.4	22.5
49017	COUNTER AND RENTAL CLERKS	615	830	68.4	90.7	22.3
21511	PERSONNEL,TRAIN.,LABOR REL. SPEC	935	1193	89.8	111.4	21.6
97923	EXCAVATION LOADING MACHINE OPER.	501	669	61.8	83.4	21.6
65021	BAKERS, BREAD AND PASTRY	479	634	69.5	91.1	21.6
92971	EXTRUDING & FORMING OPERATOR	207	245	105.4	125.9	20.5
65023	BUTCHERS AND MEAT CUTTERS	676	833	89.5	109.7	20.2
61008	HOUSEKEEPERS, INSTITUTIONAL	699	855	103.2	123.3	20.1
81005	FIRST LINE SUPERV.:CONST.EXTRAC.	721	879	90.1	110.2	20.1
85119	ALL OTHER MACHINERY MECHANICS	878	1018	158.6	178.5	19.9
32902	MED./CLINICAL LAB. TECHNOLOGISTS	475	646	53.4	73.0	19.6
97108	BUS DRIVERS	329	428	65.6	85.1	19.5
22302	ARCHITECTS, EXC. LAND. & MARINE	649	768	99.6	119.1	19.5
32105	DENTISTS	1197	1356	185.6	204.8	19.2
66005	MEDICAL ASSISTANTS	323	485	37.3	56.0	18.7
79011	GRADERS & SORTERS, AGRIC.PRODUCT	714	793	178.3	196.9	18.6
21999	ALL OTHER MANAGEMENT SUPPORT OCC	1006	1220	105.1	123.5	18.4
91905	LATHE,TURNING MACH.SETTER/OP,M/P	159	192	88.0	106.2	18.2
66099	ALL OTHER HEALTH SERVICE WORKERS	359	515	39.9	57.9	18.0
59999	ALL OTHER CLERICAL & ADM.SUPPORT	938	1102	94.9	112.8	17.9
15023	COMMUNICATION,TRANSP.,UTIL.MGRS	653	779	88.4	106.0	17.6
92512	OFFSET LITHOGRAPHIC PRESS SETTER	250	360	39.6	57.0	17.4
13014	ADMINISTRATIVE SERVICES MANAGER	806	978	94.6	112.0	17.4
32999	ALL OTHER HEALTH PROF.,PARA,TECH	567	704	70.0	87.0	17.0
32517	PHARMACISTS	687	827	98.3	115.2	16.9
87808	ROOFERS	486	596	74.4	91.3	16.9
79005	NURSERY WORKERS	192	275	35.7	52.0	16.3
22514	DRAFTERS	865	1140	63.8	80.1	16.3
83005	PRODUCTION INSPECTORS, GRADERS	950	1305	128.2	144.4	16.2
89802	SLAUGHTERERS AND BUTCHERS	658	704	231.1	247.2	16.1
63008	FIRE FIGHTERS	684	794	96.9	112.8	15.9
34023	PHOTOGRAPHERS	519	618	80.9	96.7	15.8
58005	DISPATCHERS: EXC. POL.,FIRE,AMB.	449	568	59.0	74.7	15.7
15017	CONSTRUCTION MANAGERS	538	651	69.5	85.2	15.7
98705	REFUSE COLLECTORS	447	547	71.8	87.4	15.6
63017	CORRECTION OFFICERS AND JAILERS	434	567	50.1	65.7	15.6

IDAHO
EMPLOYMENT by OCCUPATION
FOR OIS REGION IV

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22199	ALL OTHER ENGINEERS	740	1045	52.5	67.8	15.3
25105	COMPUTER PROGRAMMERS	814	1032	80.8	96.0	15.2
49014	SALESPERSONS, PARTS	1616	1740	208.3	223.5	15.2
31321	INSTRUCTORS AND COACHES, SPORTS	577	703	64.3	79.4	15.1
34011	REPORTERS AND CORRESPONDENTS	462	561	71.5	86.5	15.0
87311	CONCRETE AND TERRAZZO FINISHERS	436	545	57.2	72.2	15.0
53302	INSURANCE ADJUSTERS,INVESTIGATOR	412	609	36.6	51.3	14.7
92998	ALL OTHER MACHINE OPERATORS	777	925	114.2	128.8	14.6
85717	ELECTRONICS REPAIRERS,COMM.&IND.	254	429	23.9	38.4	14.5
53902	LIBRARY ASSISTANTS & BOOKMOBILE	433	562	52.9	67.4	14.5
87711	HIGHWAY MAINTENANCE WORKERS	1196	1306	147.4	161.7	14.3
81099	ALL OTHER FIRST LINE SUPERVISORS	561	695	72.1	86.3	14.2
89505	CUSTOM TAILORS AND SEWERS	469	554	76.7	90.5	13.8
85723	ELECTRICAL POWERLINE INSTAL/RPR.	498	579	85.2	98.9	13.7
55332	INTERVIEWING CLERKS,EX.PERSONNEL	230	327	30.5	44.1	13.6
13005	PERSONNEL,TRAINING,LABOR REL.MGR	408	526	48.8	62.3	13.5
53702	COURT CLERKS	340	426	51.6	65.1	13.5
28305	PARALEGAL PERSONNEL	125	221	16.3	29.6	13.3
55311	TYPISTS, WORD PROCESSING EQUIP.	644	820	57.1	70.4	13.3
79017	ANIMAL CARETAKERS, EXCEPT FARM	503	577	95.7	108.9	13.2
32508	EMERGENCY MEDICAL TECHNICIANS	222	283	45.1	58.2	13.1
85123	MILLWRIGHTS	405	540	47.1	60.2	13.1
31216	ENGLISH & FOREIGN LANG. TEACHERS	378	485	44.9	57.8	12.9
79002	FOREST AND CONSERVATION WORKERS	2039	2164	175.4	188.1	12.7
89108	MACHINISTS	728	886	71.1	83.7	12.6
15008	MEDICINE AND HEALTH SERV. MGRS	383	492	41.8	54.3	12.5
73008	LOG HANDLING EQUIPMENT OPERATORS	462	595	34.7	47.2	12.5
53123	ADJUSTMENT CLERKS	397	503	52.5	65.0	12.5
63047	GUARDS AND WATCH GUARDS	935	1190	98.1	110.5	12.4
24111	GEOLOGIST, GEOPHYSICIST, OCEANOG	337	461	33.0	45.3	12.3
71002	FARMERS	232	283	62.7	75.0	12.3
53508	BILL AND ACCOUNT COLLECTORS	397	524	41.8	53.9	12.1
31502	LIBRARIANS, PROFESSIONAL	447	546	55.3	67.2	11.9
31514	VOCATIONAL & EDUC. COUNSELORS	317	410	36.9	48.8	11.9
34051	MUSICIANS, INSTRUMENTAL	336	422	45.2	57.0	11.8
13017	ENGINEER., MATH., NAT. SCI. MGR.	725	899	63.0	74.8	11.8
21902	COST ESTIMATORS	419	521	47.5	58.9	11.4
31210	SOCIAL SCIENCE TEACHERS	339	435	40.4	51.8	11.4
89132	SHEET METAL WORKERS	525	651	47.4	58.8	11.4
31218	ART, DRAMA, AND MUSIC TEACHERS	333	428	39.8	51.0	11.2
22121	CIVIL ENGINEERS, INCL. TRAFFIC	585	694	57.2	68.2	11.0
43011	REAL ESTATE APPRAISERS	299	369	47.4	58.4	11.0
85328	SMALL ENGINE SPECIALISTS	370	438	59.2	70.2	11.0
32314	SPEECH PATHOLOGISTS,AUDIOLOGISTS	210	292	25.5	36.3	10.8
32921	RADIOLOGIC TECHNICIANS	267	363	30.1	40.9	10.8
15014	INDUSTRIAL PRODUCTION MANAGERS	633	787	85.7	96.5	10.8
31117	GRADUATE ASSISTANTS, TEACHING	310	398	36.9	47.4	10.5
55335	CUSTOMER SERVICE REPS, UTILITIES	386	456	58.1	68.4	10.3
34058	ATHLETE, COACH, UMPIRE & RELATED	281	358	37.4	47.7	10.3
92726	LAUNDRY, DRYCLEANING MACH. OPER.	659	737	94.9	105.1	10.2
67099	ALL OTHER CLEAN,BUILDING SERVICE	471	538	78.0	88.2	10.2
53808	HOTEL DESK CLERKS	353	394	89.0	99.2	10.2
87708	PAVING, SURFACING, TAMPING	399	488	41.5	51.3	9.8
97989	ALL OTHER TRANSP.,MAT.MOVING OPR	452	511	75.3	85.0	9.7
21308	PURCHASING AGENT EX.WHO/RET/FARM	645	782	53.5	63.2	9.7
85314	MOBILE HEAVY EQUIPMENT MECHANICS	608	732	51.8	61.3	9.5
27302	SOCIAL WORKER, MED.& PSYCHIATRIC	251	324	30.1	39.4	9.3
89921	DENTAL LABORATORY TECHNICIANS	170	237	22.8	32.0	9.2
58008	PRODUCTION, EXPEDITING CLERKS	333	490	34.0	43.1	9.1
66017	PHYSICAL, CORRECT.THERAPY ASSIST	135	215	15.5	24.6	9.1
32302	RESPIRATORY THERAPISTS	145	223	16.1	25.1	9.0
27311	RECREATION WORKERS	477	554	63.2	72.2	9.0
43023	SALES AGENTS, ADVERTISING	335	417	37.7	46.6	8.9
31505	TECHNICAL ASSISTANTS, LIBRARY	251	323	30.6	39.4	8.8
53102	TELLERS	1729	1798	206.4	215.2	8.8
58002	DISPATCHER:POLICE,FIRE,AMBULANCE	465	520	70.2	78.7	8.5
49005	SALES REPS,SCIENTIF.PROD.EXC.RET	641	731	81.5	90.0	8.5
32928	SURGICAL TECHNICIANS	59	95	13.4	21.8	8.4

IDAHO
EMPLOYMENT by OCCUPATION
FOR OIS REGION IV

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22128	INDUSTRIAL ENGINEERS,EXC. SAFETY	197	298	18.9	27.3	8.4
34002	WRITERS AND EDITORS	283	344	36.1	44.4	8.3
89511	SHOE AND LEATHER WORKERS	123	182	15.7	24.0	8.3
15002	POSTMASTERS, MAIL SUPERINTENDENT	288	357	35.0	43.2	8.2
63032	SHERIFFS AND DEPUTY SHERIFFS	479	531	74.2	82.3	8.1
85953	TIRE REPAIRERS AND CHANGERS	573	640	82.7	90.8	8.1
31202	LIFE SCIENCE TEACHERS	239	307	28.5	36.6	8.1
97951	CONVEYOR OPERATORS AND TENDERS	398	445	97.5	105.5	8.0
34038	DESIGNERS, EXC. INTERIOR DESIGN.	315	377	40.2	48.0	7.8
24399	ALL OTHER LIFE SCIENTISTS	260	323	34.1	41.8	7.7
98102	MECHANIC AND REPAIRER HELPERS	446	524	57.8	65.5	7.7
69999	ALL OTHER SERVICE WORKERS	294	339	67.7	75.4	7.7
24599	ALL OTHER SCIENCE TECHNICIANS	458	568	32.2	39.8	7.6
27305	SOCIAL WORKERS, EX. MED.& PSYCH.	545	606	51.0	58.6	7.6
97938	GRADER, DOZER, SCRAPER OPERATORS	364	446	35.4	43.0	7.6
61005	POLICE AND DETECTIVE SUPERVISORS	259	308	36.7	44.2	7.5
93938	MEAT, POULTRY, FISH CUTTERS	195	216	68.5	76.0	7.5
73011	LOGGING TRACTOR OPERATORS	473	584	26.4	33.9	7.5
39999	ALL OTHER PROF.,PARAPROF.,TECHN.	938	1014	71.7	79.1	7.4
32905	MED./CLINICAL LAB. TECHNICIANS	189	250	20.7	28.0	7.3
68035	SOCIAL WELFARE SERVICE AIDES	147	198	20.1	27.4	7.3
13008	PURCHASING MANAGERS	1007	1077	133.9	141.1	7.2
92717	SEWING MACH. OPERATOR, GARMENT	245	316	22.2	29.2	7.0
19002	PUBLIC ADMIN., LEG., GEN. ADMIN.	378	423	58.2	65.1	6.9
95002	WATER & WASTE TREAT. PLANT OPER.	265	307	41.4	48.3	6.9
65011	FOOD SERVERS, OUTSIDE	191	244	30.8	37.7	6.9
27308	SOCIAL SERVICE TECHNICIANS	213	267	26.1	32.9	6.8
31224	MATHEMATICAL SCIENCE TEACHERS	193	248	22.9	29.7	6.8
32102	PHYSICIANS AND SURGEONS	1555	1684	219.4	226.1	6.7
24305	AGRICULTURAL AND FOOD SCIENTISTS	308	359	35.2	41.9	6.7
66011	HOME HEALTH AIDES	217	272	22.9	29.6	6.7
32917	RADIOLOGIC TECHNOLOGISTS	161	221	18.6	25.2	6.6
22599	ALL OTHER ENGINEERING TECHNICIAN	580	645	62.2	68.8	6.6
57102	SWITCHBOARD OPERATORS	619	708	61.0	67.5	6.5
57308	POSTAL SERVICE CLERKS	288	343	35.0	41.5	6.5
43005	BROKERS, REAL ESTATE	120	158	20.0	26.3	6.3
32305	OCCUPATIONAL THERAPISTS	69	115	8.4	14.6	6.2
97702	AIRCRAFT PILOTS,FLIGHT ENGINEERS	229	294	20.9	27.0	6.1
68002	BARBERS	177	212	29.1	35.2	6.1
43017	SALES AGENTS, BUSINESS SERVICES	216	272	26.1	32.2	6.1
87302	BRICK MASONS	206	245	29.8	35.9	6.1
63035	PRIVATE DETECTIVE & INVESTIGATOR	261	362	17.4	23.4	6.0
85705	DATA PROCESSING EQUIP. REPAIRERS	216	288	20.7	26.7	6.0
53121	LOAN AND CREDIT CLERKS	512	567	54.6	60.6	6.0
72000	SUPERVISORS, FARM, FOREST,AG.REL	1851	1881	314.0	319.9	5.9
53805	RESERVATION & TRANS.TICKET AGENT	272	342	24.0	29.9	5.9
92997	ALL OTHER MACHINE SETTERS/OPER.	296	335	55.7	61.5	5.8
32521	DIETITIANS AND NUTRITIONISTS	154	201	17.8	23.6	5.8
21199	ALL OTHER FINANCIAL SPECIALISTS	267	312	39.1	44.9	5.8
34008	PUBLIC RELATIONS SPECIALISTS	118	167	13.6	19.3	5.7
34017	ANNOUNCERS, RADIO AND TV	366	421	39.4	45.1	5.7
81011	FIRST LINE SUPERV.: TRANSPORT.	292	338	43.7	49.4	5.7
87814	STRUCTURAL METAL WORKERS	175	211	26.5	32.2	5.7
89808	FOOD BATCHMAKERS	231	247	81.1	86.7	5.6
92543	PRINTING PRESS MACHINE OPERATOR	162	202	21.6	27.0	5.4
92965	CRUSHING & MIXING MACHINE OPER.	421	511	49.6	55.0	5.4
24508	NUCLEAR TECHNICIAN, TECHNOLOGIST	244	335	15.0	20.4	5.4
89708	PRECISION LITHOGRAPHERS & PHOTO.	106	140	16.4	21.8	5.4
95099	ALL OTHER PLANT AND SYSTEM OCC.	233	288	36.3	41.5	5.2
22511	MECHANICAL ENGINEERING TECHN.	324	449	22.5	27.7	5.2
92921	ROASTING,DRYING OPER., FOOD/TOB.	192	206	67.3	72.4	5.1
81017	FIRST LINE SUPERV.:HELP,LABORERS	243	324	26.8	31.9	5.1
32511	PHYSICIAN ASSISTANTS	175	217	19.6	24.5	4.9
85999	ALL OTHER MECHANICS, INSTALLERS	428	486	49.5	54.4	4.9
24505	CHEMICAL TECHNICIANS, EXC.HEALTH	371	485	39.3	44.1	4.8
98502	MACHINE FEEDERS AND OFFBEARERS	1460	1574	108.5	113.3	4.8
66026	PHARMACY ASSISTANTS	130	168	16.5	21.2	4.7
85323	AIRCRAFT MECHANICS	236	297	16.5	21.1	4.6

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IDAHO
EMPLOYMENT by OCCUPATION
FOR OIS REGION IV

OES CODE	OCCUPATIONAL TITLE	1987 STATE EMP	2000 STATE EMP	1987 REGION EMP	2000 REGION EMP	CHANGE
21905	MANAGEMENT ANALYSTS	299	328	44.7	49.1	4.4
31114	NURSING INSTRUCTORS	129	167	15.5	19.9	4.4
53908	ADVERTISING CLERKS	72	100	11.0	15.4	4.4
92926	LOW PRESSURE BOILER OPERATOR	176	204	32.2	36.5	4.3
56021	DATA ENTRY KEYERS, COMPOSING	57	88	7.7	11.9	4.2
25108	COMPUTER PROGRAMMER AIDES	260	328	23.1	27.3	4.2
87802	INSULATION WORKERS	142	175	18.6	22.8	4.2
57311	MESSENGERS	246	282	30.8	34.9	4.1
53708	LICENSE CLERKS	323	351	43.8	47.9	4.1
92721	SEWING MACH. OPER., NON-GARMENT	262	315	15.9	19.9	4.0
21305	PURCHASING AGENTS & BUYERS, FARM	198	219	40.2	44.2	4.0
85128	MACHINERY MAINTENANCE WORKERS	154	189	23.4	27.3	3.9
85947	COIN & VENDING MACHINE SERVICERS	285	329	39.8	43.7	3.9
89805	BAKERS, MANUFACTURING	76	91	19.0	22.9	3.9
21914	TAX EXAMINER,COLLECTOR,REV.AGENT	237	271	22.3	26.1	3.8
68021	USHERS, LOBBY ATT., TICKET TAKER	90	108	18.4	22.2	3.8
53105	NEW ACCOUNTS CLERKS	266	299	30.9	34.7	3.8
89999	ALL OTHER PRECISION WORKERS	339	392	22.9	26.7	3.8
24105	CHEMISTS, EXCEPT BIOCHEMISTS	267	410	16.3	20.0	3.7
24502	BIOLOGICAL, AGRIC., FOOD TECHN.	321	355	39.6	43.3	3.7
97114	TAXI DRIVERS AND CHAUFFEURS	55	76	9.5	13.2	3.7
63099	ALL OTHER PROTECTIVE SERVICE	202	229	25.0	28.7	3.7
87999	ALL OTHER CONSTR. & EXTRACTIVE	201	252	14.3	18.0	3.7
92914	PAPER GOODS MACHINE SETTER/OPER.	100	124	14.9	18.5	3.6
22114	CHEMICAL ENGINEERS	282	392	7.6	11.2	3.6
85714	ELECTRIC MOTOR REPAIRERS	123	145	23.4	27.0	3.6
49026	VENDORS,SOLICITORS,DOOR-TO-DOOR	153	184	19.3	22.9	3.6
31212	HEALTH SPECIALTIES TEACHERS	104	134	12.4	16.0	3.6
56014	PERIPHERAL EDP EQUIP. OPERATORS	98	142	9.6	13.1	3.5
92962	SEPARATING, FILTERING MACH. OP.	112	124	36.0	39.5	3.5
66014	PSYCHIATRIC AIDES	141	156	32.3	35.8	3.5
87308	HARD TILE SETTERS	82	103	13.1	16.6	3.5
92917	COOKING MACHINE OPER., FOOD/TOB.	114	123	39.1	42.5	3.4
24308	BIOLOGICAL SCIENTISTS	299	342	22.0	25.4	3.4
98311	HELPERS, MASONS & TILE SETTERS	145	169	19.9	23.3	3.4
22502	CIVIL ENGINEERING TECHNICIANS	308	354	25.8	29.2	3.4
89123	JEWELERS AND SILVERSMITHS	161	181	26.6	30.0	3.4
89508	UPHOLSTERERS	143	162	23.7	27.1	3.4
91321	MACHINE FORMING OPERATORS, M/P	166	225	8.6	11.9	3.3
92519	ALL OTHER PRINTING PRESS SET/OP.	80	100	13.3	16.6	3.3
92728	PRESSING MACH.OPERATOR, TEXTILES	162	181	21.7	25.0	3.3
21117	BUDGET ANALYSTS	168	213	13.6	16.9	3.3
61002	FIRE FIGHTING & PREV.SUPERVISORS	133	154	18.4	21.5	3.1
93114	ELECTRICAL, ELECTRONIC ASSEMBLER	300	381	10.7	13.8	3.1
83002	PRECISION INSPEC.,TESTERS,&GRADE	129	185	10.6	13.7	3.1
91705	WELDING MACHINE OPERATORS	166	227	7.0	10.0	3.0
93947	PAINTING AND COATING, HAND	90	113	10.8	13.8	3.0
32317	RECREATION THERAPISTS	62	87	7.4	10.3	2.9
98315	HELPERS, PLUMBERS, PIPEFITTERS	122	143	15.4	18.3	2.9
56099	ALL OTHER OFFICE MACH. OPERATORS	141	181	13.1	15.9	2.8
21917	ASSESSORS	181	199	26.8	29.6	2.8
92953	COATING, PAINTING MACH. OPER.	139	174	14.0	16.8	2.8
31204	CHEMISTRY TEACHERS	79	101	9.4	12.2	2.8
53502	WELFARE ELIGIBILITY WORKERS	283	313	26.1	28.9	2.8
87902	EARTH DRILLERS, EX. OIL & GAS	299	430	11.9	14.7	2.8
63011	POLICE DETECTIVES	179	196	24.5	27.2	2.7
85926	OFFICE MACHINE,REGISTER SERVICER	248	268	28.6	31.3	2.7
31222	ENGINEERING TEACHERS	81	104	9.7	12.4	2.7
55314	PERSONNEL CLERKS, EXCEPT PAYROLL	341	377	36.2	38.9	2.7
92905	MOTION PICTURE PROJECTIONISTS	62	75	13.1	15.7	2.6
92932	DAIRY PROCESSING EQUIP. OPERATOR	189	196	66.3	68.9	2.6
21102	UNDERWRITERS	116	180	5.9	8.5	2.6
92525	BINDERY MACHINE SETTER/OPERATOR	70	87	10.9	13.4	2.5
57108	CENTRAL OFFICE OPERATORS	136	159	14.5	17.0	2.5
58026	ORDER FILLERS, SALES	490	506	65.3	67.8	2.5
31209	ALL OTHER PHYS. SCIENCE TEACHERS	75	96	8.9	11.4	2.5
53126	STATEMENT CLERKS	61	80	7.4	9.9	2.5
21508	EMPLOYMENT INTERVIEWERS	128	165	8.7	11.2	2.5

IDAHO
EMPLOYMENT by OCCUPATION
FOR OIS REGION IV

OES CODE	OCCUPATIONAL TITLE	1987 STATE EMP	2000 STATE EMP	1987 REGION EMP	2000 REGION EMP	CHANGE
89914	PHOTOGRAPHIC PROCESS WORKERS	67	87	7.4	9.9	2.5
57302	MAIL CLERKS, EXC. MAIL MACHINE	333	346	40.1	42.5	2.4
85326	AIRCRAFT ENGINE SPECIALISTS	64	82	7.6	10.0	2.4
85711	ELECTR. HOME APPL. & POWER TOOL	146	163	22.5	24.9	2.4
87602	CARPET INSTALLERS	97	112	16.0	18.4	2.4
56008	MAIL MACHINE OPERATORS	65	81	8.9	11.2	2.3
68008	MANICURISTS	64	78	9.7	12.0	2.3
31226	COMPUTER SCIENCE TEACHERS	71	91	8.5	10.8	2.3
31517	INSTRUCTIONAL COORDINATORS	97	116	10.0	12.2	2.2
87899	ALL OTHER CONSTRUCTION WORKERS	184	204	21.0	23.2	2.2
58021	MARKING CLERKS	99	115	14.9	17.1	2.2
92944	CUTTING & SLICING MACHINE OPER.	83	96	16.7	18.9	2.2
21911	COMPLIANCE & ENFORCE. INSPECTORS	528	561	39.4	41.6	2.2
58099	ALL OTHER MATERIAL WORKERS	71	82	9.9	12.1	2.2
87805	SHEET METAL DUCT INSTALLERS	108	125	14.4	16.6	2.2
53705	MUNICIPAL CLERKS	121	135	18.7	20.9	2.2
89705	JOB PRINTERS	69	87	10.0	12.2	2.2
97199	ALL OTHER MOTOR VEHICLE OPERATOR	92	121	8.0	10.1	2.1
79021	FARM EQUIPMENT OPERATORS	80	86	28.1	30.2	2.1
83099	ALL OTHER INSPECTORS, TESTERS	118	138	13.6	15.7	2.1
95032	STATIONARY ENGINEERS	102	108	29.6	31.7	2.1
22132	SAFETY ENGINEERS, EXCEPT MINING	133	171	7.2	9.3	2.1
89899	ALL OTHER PRECISION FOOD,TOBACCO	87	93	30.6	32.7	2.1
53911	PROOFREADERS AND COPY MARKERS	57	71	8.1	10.2	2.1
92947	PAINTERS, TRANSPORTATION EQUIP.	62	78	8.9	10.9	2.0
97899	ALL OTHER TRANSPORTATION WORKERS	120	137	15.2	17.2	2.0
95028	POWER DISTRIBUTORS & DISPATCHERS	99	112	13.5	15.5	2.0
34005	TECHNICAL WRITERS	90	125	5.3	7.3	2.0
92521	PHOTOENGRAVING & LITH. PHOTOGRA.	49	61	7.5	9.5	2.0
28311	TITLE EXAMINERS AND ABSTRACTORS	96	122	9.0	11.0	2.0
85928	MECHANICAL CONTROL INSTAL.& REPR	100	111	16.4	18.4	2.0
31206	PHYSICS TEACHERS	58	74	6.9	8.9	2.0
95021	POWER GENERATING PLANT OPERATOR	87	98	15.8	17.7	1.9
21105	CREDIT ANALYSTS	108	124	12.0	13.9	1.9
89135	BOILERMAKERS	69	86	6.5	8.4	1.9
53914	REAL ESTATE CLERKS	89	102	8.4	10.3	1.9
24199	ALL OTHER PHYSICAL SCIENTISTS	149	177	9.9	11.7	1.8
34056	PROD.,DIRECT.,ACTORS,ENTERTAINER	49	62	6.6	8.4	1.8
87105	CEILING TILE INSTALLERS	55	66	8.0	9.8	1.8
87508	PIPELAYERS	120	137	14.5	16.3	1.8
66023	AMBULANCE DRIVERS & ATTENDANTS	34	41	7.8	9.5	1.7
21111	TAX PREPARERS	111	129	10.6	12.3	1.7
85118	MACHINERY MECHANICS: PLANT	111	123	14.9	16.6	1.7
87314	REINFORCING METAL WORKERS	76	90	9.4	11.1	1.7
92308	SAWING MACHINE OPERATOR/TENDER	864	994	9.9	11.5	1.6
58017	WEIGHERS, MEASURERS, CHECKERS	114	135	13.0	14.6	1.6
85502	CENTRAL OFFICE & PBX INSTAL/RPR.	239	254	25.6	27.2	1.6
28399	ALL OTHER LEGAL ASSISTANTS	173	191	13.8	15.4	1.6
89311	CABINETMAKERS & BENCH CARPENTERS	346	394	10.3	11.9	1.6
92546	BINDERY MACHINE OPERATORS	46	58	6.6	8.1	1.5
85905	PRECISION INSTRUMENT REPAIRERS	92	108	8.5	10.0	1.5
98316	HELPERS, ROOFERS	65	75	8.5	10.0	1.5
22521	SURVEYING AND MAPPING TECHNICIAN	177	199	14.8	16.3	1.5
56005	DUPLICATING MACHINE OPERATORS	55	70	5.0	6.4	1.4
92100	ALL OTHER MET.&PLAS.MACH.SET/OPS	109	132	6.3	7.7	1.4
34053	DANCERS AND CHOREOGRAPHERS	46	56	6.6	8.0	1.4
21302	WHOLESALE, RETAIL BUYERS,EX.FARM	776	779	115.2	116.6	1.4
22311	SURVEYING AND MAPPING SCIENTISTS	119	134	11.0	12.4	1.4
92923	FURNACE, KILN, OVEN,KETTLE OPER.	534	627	5.9	7.2	1.3
21908	CONSTRUCTION, BUILDING INSPECTOR	149	161	18.2	19.5	1.3
85721	POWERHOUSE & RELAY ELECTRICIANS	61	69	11.2	12.5	1.3
67001	JANITORS, CLEANERS, MAIDS	77	83	17.6	18.8	1.2
92941	CUTTING AND SLICING SETTER/OPER.	38	44	7.7	8.9	1.2
98313	HELPERS, ELECTRICIANS	71	81	9.8	11.0	1.2
27105	URBAN AND REGIONAL PLANNERS	70	79	9.2	10.4	1.2
28302	LAW CLERKS	71	82	9.2	10.4	1.2
85911	ELECTRIC METER INSTALLERS/REPAIR	51	58	9.2	10.4	1.2
91714	STRUCTURAL METAL FABRICATORS	104	126	6.2	7.3	1.1

IDAHO
EMPLOYMENT by OCCUPATION
FOR OIS REGION IV

OES CODE	OCCUPATIONAL TITLE	1987 STATE EMP	2000 STATE EMP	1987 REGION EMP	2000 REGION EMP	CHANGE
32399	ALL OTHER THERAPISTS	124	132	10.8	11.9	1.1
53311	INSURANCE CLAIMS CLERKS	144	158	10.9	12.0	1.1
27199	ALL OTHER SOCIAL SCIENTISTS	66	73	5.4	6.5	1.1
39005	TRAFFIC TECHNICIANS	330	344	26.2	27.3	1.1
22308	LANDSCAPE ARCHITECTS	49	59	5.4	6.5	1.1
28308	TITLE SEARCHERS	59	76	5.1	6.2	1.1
31111	LECTURERS	101	110	11.8	12.9	1.1
87108	DRYWALL INSTALLERS	59	68	8.0	9.1	1.1
87817	FENCE ERECTORS	63	72	8.5	9.6	1.1
89111	TOOL GRINDERS,FILERS,SHARPENERS	169	198	6.9	8.0	1.1
32111	PODIATRISTS	43	49	6.7	7.7	1.0
34044	MERCHANDISE DISPLAYERS	35	42	5.3	6.3	1.0
85321	FARM EQUIPMENT MECHANICS	884	877	137.8	138.8	1.0
87811	GLAZIERS	312	318	46.9	47.9	1.0
32523	DIETETIC TECHNICIANS	68	76	7.5	8.4	0.9
25319	ALL OTHER MATHEMATICAL SCIENTIST	98	112	7.7	8.6	0.9
34041	INTERIOR DESIGNERS	68	75	9.5	10.4	0.9
56002	BILL., POST, CALCULATING MACH.OP	237	249	33.2	34.0	0.8
39011	FUNERAL DIRECTORS AND MORTICIANS	82	90	9.6	10.4	0.8
92958	CLEANING, PICKLING EQUIP. OPER.	25	27	8.8	9.5	0.7
85938	MOBILE HOME INSTALLER & REPAIRER	121	128	14.9	15.6	0.7
89199	ALL OTHER PRECISION METAL WORKER	42	53	6.6	7.3	0.7
24302	FORESTER, CONSERVATION SCIENTIST	775	794	54.7	55.3	0.6
63023	BAILIFFS	34	38	5.4	6.0	0.6
67008	PEST CONTROLLERS AND ASSISTANTS	115	119	11.6	12.2	0.6
68023	BAGGAGE PORTERS AND BELLHOPS	79	82	20.4	21.0	0.6
63041	FISH AND GAME WARDENS	92	96	7.0	7.6	0.6
92928	COOLING, FREEZING EQUIP. OPER.	35	37	12.4	13.0	0.6
85514	RADIO MECHANICS	49	51	9.9	10.4	0.5
39002	AIR TRAFFIC CONTROLLERS	95	101	6.2	6.7	0.5
28102	JUDGES AND MAGISTRATES	50	53	5.5	6.0	0.5
85951	BICYCLE REPAIRERS	103	106	17.2	17.6	0.4
85914	CAMERA & PHOTOGRAPHIC REPAIRERS	48	50	7.8	8.2	0.4
27102	ECONOMISTS, MARKET ANALYSTS	118	123	15.4	15.8	0.4
97317	RAILROAD BRAKE, SIGNAL, SWITCH	374	381	15.1	15.5	0.4
89308	WOOD MACHINISTS	147	164	6.2	6.5	0.3
34028	BROADCAST TECHNICIANS	60	64	6.5	6.8	0.3
83008	TRANSPORTATION INSPECTORS	126	130	8.9	9.2	0.3
24311	MEDICAL SCIENTISTS	74	77	5.6	5.8	0.2
97302	RAILROAD CONDUCTORS, YARDMASTERS	135	138	5.2	5.2	0.0
97305	LOCOMOTIVE ENGINEERS	155	157	6.0	6.0	0.0
55326	PROCUREMENT CLERKS	129	142	12.8	12.7	-0.1
85708	HOME ENTERTAINMENT EQ. REPAIRERS	287	285	45.7	45.6	-0.1
24102	PHYSICISTS AND ASTRONOMERS	78	77	5.6	5.5	-0.1
31323	FARM & HOME MANAGEMENT ADVISORS	208	208	27.0	26.6	-0.4
22117	NUCLEAR ENGINEERS	492	495	29.2	28.7	-0.5
92541	TYPESETTING MACH. OPERATOR/TEND.	161	157	24.9	24.2	-0.7
85726	TELEPH. STATION INSTALL.& REPAIR	129	121	14.9	14.2	-0.7
85308	MOTORCYCLE REPAIRERS	180	174	29.1	28.1	-1.0
55323	ORDER CLERKS: MATERIALS, SERVICE	548	548	75.8	74.7	-1.1
55344	BILLING, COST AND RATE CLERKS	700	722	85.6	84.4	-1.2
92902	ELECTRONIC SEMICONDUCTOR	819	635	6.4	5.0	-1.4
92515	LETTERPRESS SETTER/OPERATOR	225	215	34.8	33.3	-1.5
55321	FILE CLERKS	880	889	92.7	90.5	-2.2
85702	TELEPHONE & CABLE TV INSTAL/RPR.	558	538	58.6	56.1	-2.5
93905	ELECTRICAL, ELECTRONIC ASSEMBLER	556	403	7.8	4.7	-3.1
58014	METER READERS, UTILITIES	174	150	30.2	25.8	-4.4
53314	INSURANCE POLICY PROCESS. CLERKS	508	479	41.8	36.7	-5.1
55328	STATISTICAL CLERKS	140	94	13.9	8.7	-5.2
89702	PRECISION COMPOSITOR, TYPESETTER	168	136	26.5	21.2	-5.3
32514	OPTICIANS, DISPENSING & MEASUR.	312	286	38.9	33.4	-5.5
32108	OPTOMETRISTS	187	154	29.2	23.0	-6.2
58023	STOCK CLERKS:STOCKROOM OR WAREH.	1711	1676	241.4	234.1	-7.3
97117	DRIVER/SALES WORKERS	1016	999	214.0	205.9	-8.1
28108	LAWYERS	3080	3146	471.7	462.4	-9.3
55302	STENOGRAPHERS	218	131	24.3	14.9	-9.4
55341	PAYROLL AND TIMEKEEPING CLERKS	402	332	58.1	45.4	-12.7
56017	DATA ENTRY KEYERS, EX. COMPOSING	740	548	84.7	62.3	-22.4

IDAHO
EMPLOYMENT by OCCUPATION
FOR OIS REGION IV

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55338	BOOKKEEPING & ACCOUNTING CLERKS	9250	8872	1277.3	1203.1	-74.2
97947	INDUSTRIAL TRUCK & TRACTOR OPER.	1989	1515	349.8	263.8	-86.0
74002	FARM WORKERS	9543	8528	2100.1	1944.1	-156.0

IDAHO
EMPLOYMENT by OCCUPATION
FOR OIS REGION V

OES CODE	OCCUPATIONAL TITLE	1987 STATE EMP	2000 STATE EMP	1987 REGION EMP	2000 REGION EMP	CHANGE
49011	SALESPERSONS, RETAIL	13603	17229	1569.0	1979.0	410.0
97101	TRUCK DRIVERS	11908	15031	1277.1	1610.6	333.5
19005	GENERAL MANAGERS AND TOP EXEC.	11032	13382	1284.8	1567.8	283.0
49023	CASHIERS	8617	10702	1039.0	1298.8	259.8
31305	TEACHERS, ELEMENTARY	5203	6680	802.9	1030.8	227.9
31308	TEACHERS, SECONDARY SCHOOL	4687	6146	723.3	948.4	225.1
55199	GENERAL SECRETARIES	8333	10109	1009.6	1229.0	219.4
65008	WAITERS AND WAITRESSES	6727	8520	765.2	973.6	208.4
32502	REGISTERED NURSES	4595	7156	340.1	524.9	184.8
67005	JANITORS AND CLEANERS, EXC.MAIDS	5612	7194	625.4	790.2	164.8
79014	GARDENERS AND GROUNDSKEEPERS	3839	5438	416.6	577.2	160.6
21114	ACCOUNTANTS AND AUDITORS	3380	4523	405.0	542.0	137.0
22126	ELECTRICAL & ELECTRONIC ENGINEER	1114	2127	133.6	265.7	132.1
22505	ELECTRICAL & ELECTRONIC TECHNS.	1026	1838	127.7	258.5	130.8
55347	GENERAL OFFICE CLERKS	7083	8239	826.1	945.3	119.2
68038	CHILD CARE WORKERS	5308	6623	456.8	571.9	115.1
85132	MAINTENANCE REPAIRERS, GEN.UTIL.	3884	4823	485.7	600.2	114.5
65041	COMB. FOOD PREPARATION, SERVICE	3686	4583	431.7	537.7	106.0
66008	NURSING AIDES AND ORDERLIES	3697	4586	367.7	464.9	97.2
97956	OPERATING ENGINEERS	1100	1391	242.3	335.2	92.9
85311	BUS, TRUCK, DIESEL ENG. MECHANIC	1593	1993	263.3	353.9	90.6
51002	FIRST LINE SUPERVISORS, CLERICAL	3142	3729	404.7	483.7	79.0
49021	STOCK CLERKS, SALES FLOOR	3921	4526	497.3	574.1	76.8
81008	FIRST LINE SUPERV.: PRODUCTION	1708	2130	257.7	332.7	75.0
65026	COOKS, RESTAURANT	2389	3111	251.4	326.3	74.9
31521	TEACHERS AIDES, PARAPROFESSIONAL	1637	2098	251.3	322.4	71.1
83005	PRODUCTION INSPECTORS, GRADERS	950	1305	119.4	187.4	68.0
65038	FOOD PREPARATION WORKERS	2356	2893	268.5	330.9	62.4
22135	MECHANICAL ENGINEERS	850	1385	98.5	160.6	62.1
43002	INSURANCE SALES WORKERS	1949	2572	174.3	234.4	60.1
97111	BUS DRIVERS, SCHOOL	1743	2153	234.6	292.5	57.9
32505	LICENSED PRACTICAL NURSES	2352	3003	187.0	242.4	55.4
65028	COOKS, INSTITUTION OR CAFETERIA	2070	2474	275.6	330.5	54.9
15011	PROPERTY, REAL ESTATE MANAGEMENT	1590	2215	134.6	188.3	53.7
25102	COMPUTER SYSTEMS ANALYSTS, EDP	667	1028	84.7	137.4	52.7
65014	DINING ROOM & BARTENDER HELPERS	1436	1898	159.5	211.8	52.3
65005	BARTENDERS	1867	2336	204.0	256.2	52.2
43008	SALES AGENTS, REAL ESTATE	1754	2378	146.5	198.6	52.1
65032	COOKS, SPECIALTY FAST FOOD	1776	2213	210.1	262.1	52.0
55305	RECEPTIONISTS,INFORMATION CLERKS	2809	3290	280.8	332.2	51.4
68005	HAIRDRESSERS AND COSMETOLOGISTS	4206	4778	377.8	428.2	50.4
87202	ELECTRICIANS	1645	2092	182.9	232.6	49.7
41002	FIRST LINE SUPERVISORS, SALES	2084	2465	252.1	300.3	48.2
22114	CHEMICAL ENGINEERS	282	392	121.7	168.8	47.1
65017	COUNTER ATTENDANTS	1576	1965	188.8	235.3	46.5
93956	ALL OTHER ASSEMBLERS, FABRICATOR	2890	3644	170.7	215.8	45.1
87502	PLUMBER, PIPEFITTER, STEAMFITTER	1424	1855	141.2	185.5	44.3
93914	WELDERS AND CUTTERS	1329	1650	177.2	221.1	43.9
13002	FINANCIAL MANAGERS	2024	2398	222.1	266.0	43.9
15005	EDUCATION ADMINISTRATORS	1073	1385	151.6	195.2	43.6
73002	FALLERS AND BUCKERS	2059	2608	124.5	167.8	43.3
85302	AUTOMOTIVE MECHANICS	4009	4340	417.5	460.8	43.3
53302	INSURANCE ADJUSTERS,INVESTIGATOR	412	609	68.1	109.9	41.8
98799	ALL OTHER HAND MATERIAL MOVERS	2186	2578	224.3	263.7	39.4
13011	MARKETING, ADV., PUBLIC REL.MGRS	1164	1517	134.8	174.0	39.2
71005	FARM MANAGERS	610	1078	52.9	91.9	39.0
98999	ALL OTHER HELPER, LABORER, MOVER	3175	3588	440.8	479.5	38.7
31399	ALL OTHER TEACHERS, INSTRUCTORS	906	1162	135.0	173.3	38.3
49999	ALL OTHER SALES & RELATED OCC.	1313	1619	163.3	200.8	37.5
87402	PAINTERS AND PAPERHANGERS	1449	1888	130.5	168.0	37.5
31299	ALL OTHER POST SECONDARY TEACHER	825	1059	127.3	163.5	36.2
22514	DRAFTERS	865	1140	121.6	157.6	36.0
55308	TYPISTS	1407	1704	148.0	184.0	36.0
92923	FURNACE, KILN, OVEN,KETTLE OPER.	534	627	206.3	241.8	35.5
87102	CARPENTERS	1730	2163	155.5	190.4	34.9
24105	CHEMISTS, EXCEPT BIOCHEMISTS	267	410	55.4	89.8	34.4
22199	ALL OTHER ENGINEERS	740	1045	64.7	99.1	34.4
19999	ALL OTHER MANAGERS & ADMINIST.	1619	1925	203.3	237.4	34.1

IDAHO
EMPLOYMENT by OCCUPATION
FOR OIS REGION V

OES CODE	OCCUPATIONAL TITLE	1987 STATE EMP	2000 STATE EMP	1987 REGION EMP	2000 REGION EMP	CHANGE
15026	FOOD SERVICE & LODGING MANAGERS	2893	3206	261.3	295.3	34.0
61099	ALL OTHER SERVICE SUPERVISORS	1020	1270	124.0	157.3	33.3
81002	FIRST LINE SUPERV.:MECH.& REPAIR	1672	1951	231.9	264.5	32.6
31311	TEACHERS, SPECIAL EDUCATION	744	955	114.7	147.3	32.6
21511	PERSONNEL,TRAIN.,LABOR REL. SPEC	935	1193	108.8	141.2	32.4
49008	SALES REPS.EXC.SCIENTIF & RETAIL	2693	3002	298.2	330.5	32.3
57305	POSTAL MAIL CARRIERS	872	1080	132.9	164.5	31.6
98902	HAND PACKERS AND PACKAGERS	2094	2350	296.5	328.0	31.5
31302	TEACHERS,PRESCHOOL & KINDERGARTN	795	1037	106.4	137.9	31.5
58028	TRAFFIC, SHIPPING, & REC. CLERKS	1623	1849	213.8	245.0	31.2
65099	ALL OTHER FOOD SERVICE WORKERS	990	1245	121.2	152.1	30.9
66002	DENTAL ASSISTANTS	729	1058	68.2	99.1	30.9
67002	MAIDS AND HOUSEKEEPING CLEANERS	2222	2673	152.1	182.3	30.2
31314	TEACHERS, VOCATIONAL EDUCATION	645	840	86.3	115.2	28.9
93935	CANNERY WORKERS	4173	4312	866.0	894.7	28.7
85717	ELECTRONICS REPAIRERS,COMM.&IND.	254	429	28.2	56.3	28.1
56011	COMPUTER OPERATORS, EXC. PERIP	665	891	78.0	105.5	27.5
65035	COOKS, SHORT ORDER	1009	1243	118.1	145.6	27.5
59999	ALL OTHER CLERICAL & ADM.SUPPORT	938	1102	121.9	149.3	27.4
65002	HOSTS & HOSTESSES: REST., LOUNGE	1074	1306	114.6	141.6	27.0
22511	MECHANICAL ENGINEERING TECHN.	324	449	66.0	92.7	26.7
58008	PRODUCTION, EXPEDITING CLERKS	333	490	41.9	67.8	25.9
53905	TEACHER AIDES & EDUC. ASSISTANTS	618	802	86.5	111.8	25.3
92965	CRUSHING & MIXING MACHINE OPER.	421	511	93.5	118.2	24.7
79999	ALL OTHER AGRIC.,FOREST,FISH.	1718	1914	223.5	248.2	24.7
85119	ALL OTHER MACHINERY MECHANICS	878	1018	180.2	204.5	24.3
98905	VEHICLE, EQUIPMENT CLEANERS	766	968	93.0	116.6	23.6
21108	LOAN OFFICERS AND COUNSELORS	859	1056	98.3	121.9	23.6
25105	COMPUTER PROGRAMMERS	814	1032	86.1	109.6	23.5
31317	INSTRUCTORS, NONVOCATIONAL EDUC.	677	945	61.7	85.1	23.4
43021	TRAVEL AGENTS	358	627	32.8	56.1	23.3
97805	SERVICE STATION ATTENDANTS	1231	1425	149.8	172.8	23.0
15014	INDUSTRIAL PRODUCTION MANAGERS	633	787	85.9	108.9	23.0
55105	MEDICAL SECRETARIES	622	872	55.6	78.3	22.7
63014	POLICE PATROL OFFICERS	983	1140	132.0	154.5	22.5
21999	ALL OTHER MANAGEMENT SUPPORT OCC	1006	1220	114.0	136.3	22.3
68014	AMUSEMENT & RECREATION ATTENDANT	749	947	82.5	103.9	21.4
13017	ENGINEER., MATH., NAT. SCI. MGR.	725	899	101.6	122.9	21.3
92935	CHEMICAL EQUIP. CONTROLLER/OPER.	245	285	128.2	149.2	21.0
55102	LEGAL SECRETARIES	729	968	63.3	84.1	20.8
24505	CHEMICAL TECHNICIANS, EXC.HEALTH	371	485	53.6	74.3	20.7
85902	HEATING, A/C, REFRIG. MECHANICS	683	857	72.3	92.9	20.6
65023	BUTCHERS AND MEAT CUTTERS	676	833	86.8	107.2	20.4
22128	INDUSTRIAL ENGINEERS,EXC. SAFETY	197	298	37.3	57.5	20.2
21102	UNDERWRITERS	116	180	30.3	50.2	19.9
27108	PSYCHOLOGISTS	661	858	64.1	84.0	19.9
32908	DENTAL HYGIENISTS	416	627	39.1	58.9	19.8
55311	TYPISTS, WORD PROCESSING EQUIP.	644	820	68.3	88.0	19.7
53902	LIBRARY ASSISTANTS & BOOKMOBILE	433	562	64.6	84.1	19.5
65021	BAKERS, BREAD AND PASTRY	479	634	56.5	75.9	19.4
13014	ADMINISTRATIVE SERVICES MANAGER	806	978	94.7	113.7	19.0
92974	PACKAGING & FILLING MACHINE OPER	1015	1133	185.9	204.7	18.8
97923	EXCAVATION LOADING MACHINE OPER.	501	669	53.3	72.1	18.8
85305	AUTOMOTIVE BODY,RELATED REPAIRER	967	1150	99.5	118.0	18.5
49017	COUNTER AND RENTAL CLERKS	615	830	54.8	73.2	18.4
53123	ADJUSTMENT CLERKS	397	503	57.7	75.1	17.4
24599	ALL OTHER SCIENCE TECHNICIANS	458	568	69.3	86.1	16.8
31321	INSTRUCTORS AND COACHES, SPORTS	577	703	76.7	93.4	16.7
31216	ENGLISH & FOREIGN LANG. TEACHERS	378	485	58.3	74.9	16.6
22121	CIVIL ENGINEERS, INCL. TRAFFIC	585	694	75.3	91.8	16.5
21308	PURCHASING AGENT EX.WHO/RET/FARM	645	782	63.0	79.0	16.0
32308	PHYSICAL THERAPISTS	255	445	20.0	35.5	15.5
029 [illegible]	[illegible]	4595	7156	27.3	42.8	15.5
49014	SALESPERSONS, PARTS	1616	1740	191.1	206.6	15.5
34035	ARTISTS AND RELATED WORKERS	660	857	51.1	66.5	15.4
13005	PERSONNEL,TRAINING,LABOR REL.MGR	408	526	49.0	64.3	15.3
63008	FIRE FIGHTERS	684	794	90.3	105.4	15.1
43014	SECURITIES, FINANCIAL SERV.SALES	538	735	40.5	55.6	15.1

IDAHO
EMPLOYMENT by OCCUPATION
FOR OIS REGION V

OES CODE	OCCUPATIONAL TITLE	1987 STATE EMP	2000 STATE EMP	1987 REGION EMP	2000 REGION EMP	CHANGE
49005	SALES REPS,SCIENTIF.PROD.EXC.RET	641	731	85.5	100.5	15.0
31210	SOCIAL SCIENCE TEACHERS	339	435	52.3	67.1	14.8
87902	EARTH DRILLERS, EX. OIL & GAS	299	430	36.9	51.7	14.8
31502	LIBRARIANS, PROFESSIONAL	447	546	64.3	79.0	14.7
32105	DENTISTS	1197	1356	101.7	116.4	14.7
63017	CORRECTION OFFICERS AND JAILERS	434	567	47.7	62.4	14.7
31218	ART, DRAMA, AND MUSIC TEACHERS	333	428	51.3	66.0	14.7
32999	ALL OTHER HEALTH PROF.,PARA,TECH	567	704	57.6	72.2	14.6
32102	PHYSICIANS AND SURGEONS	1555	1684	135.3	149.6	14.3
66005	MEDICAL ASSISTANTS	323	485	28.7	43.0	14.3
28108	LAWYERS	3080	3146	277.1	291.3	14.2
21921	CLAIMS EXAMINERS, INSURANCE	50	89	16.9	30.8	13.9
32114	VETERINARIANS, VET. INSPECTORS	372	526	38.2	52.0	13.8
32911	MEDICAL RECORDS TECHN.& TECHNOL.	197	401	13.5	27.3	13.8
31514	VOCATIONAL & EDUC. COUNSELORS	317	410	44.8	58.3	13.5
22302	ARCHITECTS, EXC. LAND. & MARINE	649	768	80.8	94.3	13.5
31117	GRADUATE ASSISTANTS, TEACHING	310	398	47.8	61.3	13.5
81017	FIRST LINE SUPERV.:HELP,LABORERS	243	324	44.7	58.1	13.4
87711	HIGHWAY MAINTENANCE WORKERS	1196	1306	139.4	152.8	13.4
32517	PHARMACISTS	687	827	67.1	80.4	13.3
98312	HELPERS, CARPENTERS	602	763	50.3	63.2	12.9
81005	FIRST LINE SUPERV.:CONST.EXTRAC.	721	879	85.3	97.9	12.6
93999	ALL OTHER HAND WORKERS	1601	1976	50.3	62.8	12.5
32902	MED./CLINICAL LAB. TECHNOLOGISTS	475	646	34.6	47.0	12.4
79011	GRADERS & SORTERS, AGRIC.PRODUCT	714	793	117.3	129.6	12.3
81099	ALL OTHER FIRST LINE SUPERVISORS	561	695	58.6	70.9	12.3
53702	COURT CLERKS	340	426	47.6	59.9	12.3
63047	GUARDS AND WATCH GUARDS	935	1190	76.1	87.9	11.8
15023	COMMUNICATION,TRANSP.,UTIL.MGRS	653	779	69.9	81.7	11.8
89132	SHEET METAL WORKERS	525	651	53.8	65.2	11.4
31505	TECHNICAL ASSISTANTS, LIBRARY	251	323	37.7	48.8	11.1
15017	CONSTRUCTION MANAGERS	538	651	51.8	62.9	11.1
58005	DISPATCHERS: EXC. POL.,FIRE,AMB.	449	568	58.0	68.8	10.8
61008	HOUSEKEEPERS, INSTITUTIONAL	699	855	48.7	59.5	10.8
13008	PURCHASING MANAGERS	1007	1077	119.7	130.5	10.8
15002	POSTMASTERS, MAIL SUPERINTENDENT	288	357	43.9	54.4	10.5
31202	LIFE SCIENCE TEACHERS	239	307	37.0	47.4	10.4
87311	CONCRETE AND TERRAZZO FINISHERS	436	545	44.0	54.4	10.4
56099	ALL OTHER OFFICE MACH. OPERATORS	141	181	25.2	35.5	10.3
87808	ROOFERS	486	596	45.6	55.9	10.3
66099	ALL OTHER HEALTH SERVICE WORKERS	359	515	23.9	34.1	10.2
87708	PAVING, SURFACING, TAMPING	399	488	43.7	53.9	10.2
34058	ATHLETE, COACH, UMPIRE & RELATED	281	358	36.6	46.7	10.1
24399	ALL OTHER LIFE SCIENTISTS	260	323	39.6	49.5	9.9
34051	MUSICIANS, INSTRUMENTAL	336	422	38.9	48.7	9.8
27311	RECREATION WORKERS	477	554	63.9	73.7	9.8
85723	ELECTRICAL POWERLINE INSTAL/RPR.	498	579	59.4	69.2	9.8
53102	TELLERS	1729	1798	218.1	227.7	9.6
53508	BILL AND ACCOUNT COLLECTORS	397	524	33.7	43.3	9.6
98705	REFUSE COLLECTORS	447	547	49.0	58.5	9.5
89802	SLAUGHTERERS AND BUTCHERS	658	704	136.5	146.0	9.5
79002	FOREST AND CONSERVATION WORKERS	2039	2164	144.6	153.9	9.3
55332	INTERVIEWING CLERKS,EX.PERSONNEL	230	327	20.9	30.1	9.2
85314	MOBILE HEAVY EQUIPMENT MECHANICS	608	732	49.6	58.8	9.2
21902	COST ESTIMATORS	419	521	39.3	48.3	9.0
32314	SPEECH PATHOLOGISTS,AUDIOLOGISTS	210	292	23.8	32.6	8.8
97938	GRADER, DOZER, SCRAPER OPERATORS	364	446	34.0	42.8	8.8
39999	ALL OTHER PROF.,PARAPROF.,TECHN.	938	1014	93.4	102.2	8.8
85123	MILLWRIGHTS	405	540	29.8	38.5	8.7
89108	MACHINISTS	728	886	106.5	115.2	8.7
32508	EMERGENCY MEDICAL TECHNICIANS	222	283	29.7	38.3	8.6
79017	ANIMAL CARETAKERS, EXCEPT FARM	503	577	58.2	66.8	8.6
55335	CUSTOMER SERVICE REPS, UTILITIES	386	456	47.6	56.1	8.5
85953	TIRE REPAIRERS AND CHANGERS	573	640	72.3	80.8	8.5
15008	MEDICINE AND HEALTH SERV. MGRS	383	492	30.2	38.6	8.4
28305	PARALEGAL PERSONNEL	125	221	11.4	19.8	8.4
31224	MATHEMATICAL SCIENCE TEACHERS	193	248	29.9	38.2	8.3
24111	GEOLOGIST, GEOPHYSICIST, OCEANOG	337	461	25.1	33.3	8.2

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IDAHO
EMPLOYMENT by OCCUPATION
FOR OIS REGION V

OES CODE	OCCUPATIONAL TITLE	1987 STATE EMP	2000 STATE EMP	1987 REGION EMP	2000 REGION EMP	CHANGE
57308	POSTAL SERVICE CLERKS	288	343	43.9	52.1	8.2
93114	ELECTRICAL, ELECTRONIC ASSEMBLER	300	381	23.1	31.3	8.2
98102	MECHANIC AND REPAIRER HELPERS	446	524	52.2	60.4	8.2
97108	BUS DRIVERS	329	428	26.4	34.4	8.0
32921	RADIOLOGIC TECHNICIANS	267	363	20.8	28.6	7.8
89505	CUSTOM TAILORS AND SEWERS	469	554	42.8	50.6	7.8
58002	DISPATCHER:POLICE,FIRE,AMBULANCE	465	520	64.8	72.5	7.7
92998	ALL OTHER MACHINE OPERATORS	777	925	81.1	88.8	7.7
34023	PHOTOGRAPHERS	519	618	43.3	50.9	7.6
21505	SPECIAL AGENTS, INSURANCE	52	75	13.0	20.4	7.4
95099	ALL OTHER PLANT AND SYSTEM OCC.	233	288	32.5	39.8	7.3
63032	SHERIFFS AND DEPUTY SHERIFFS	479	531	68.4	75.7	7.3
97989	ALL OTHER TRANSP.,MAT.MOVING OPR	452	511	53.7	61.0	7.3
67099	ALL OTHER CLEAN,BUILDING SERVICE	471	538	60.6	67.7	7.1
34038	DESIGNERS, EXC. INTERIOR DESIGN.	315	377	42.0	49.1	7.1
15021	MINING AND RELATED MANAGERS	47	71	16.1	23.2	7.1
61005	POLICE AND DETECTIVE SUPERVISORS	259	308	34.3	41.2	6.9
27302	SOCIAL WORKER, MED.& PSYCHIATRIC	251	324	23.3	30.2	6.9
79005	NURSERY WORKERS	192	275	16.8	23.6	6.8
25302	OPERATIONS AND SYSTEMS ANALYSTS	89	136	9.7	16.5	6.8
92726	LAUNDRY, DRYCLEANING MACH. OPER.	659	737	57.6	64.3	6.7
34017	ANNOUNCERS, RADIO AND TV	366	421	43.5	50.2	6.7
92512	OFFSET LITHOGRAPHIC PRESS SETTER	250	360	15.1	21.7	6.6
53121	LOAN AND CREDIT CLERKS	512	567	56.0	62.6	6.6
19002	PUBLIC ADMIN., LEG., GEN. ADMIN.	378	423	53.6	60.1	6.5
22599	ALL OTHER ENGINEERING TECHNICIAN	580	645	53.5	60.0	6.5
34011	REPORTERS AND CORRESPONDENTS	462	561	33.8	40.2	6.4
43011	REAL ESTATE APPRAISERS	299	369	28.4	34.8	6.4
93917	SOLDERERS AND BRAZERS	62	79	6.3	12.6	6.3
66017	PHYSICAL, CORRECT.THERAPY ASSIST	135	215	10.8	17.1	6.3
73008	LOG HANDLING EQUIPMENT OPERATORS	462	595	17.4	23.7	6.3
27305	SOCIAL WORKERS, EX. MED.& PSYCH.	545	606	49.6	55.8	6.2
83002	PRECISION INSPEC.,TESTERS,&GRADE	129	185	10.4	16.6	6.2
27308	SOCIAL SERVICE TECHNICIANS	213	267	19.8	25.8	6.0
85905	PRECISION INSTRUMENT REPAIRERS	92	108	27.3	33.3	6.0
56014	PERIPHERAL EDP EQUIP. OPERATORS	98	142	11.4	17.3	5.9
24199	ALL OTHER PHYSICAL SCIENTISTS	149	177	35.8	41.7	5.9
95002	WATER & WASTE TREAT. PLANT OPER.	265	307	37.3	43.2	5.9
57102	SWITCHBOARD OPERATORS	619	708	48.9	54.7	5.8
89921	DENTAL LABORATORY TECHNICIANS	170	237	15.2	21.0	5.8
21[illegible]	COMPLIANCE & ENFORCE. INSPECTORS	528	561	55.8	61.4	5.6
32[illegible]	SURGICAL TECHNICIANS	59	95	9.2	14.8	5.6
53308	INSURANCE EXAMINING CLERKS	25	40	8.9	14.5	5.6
25108	COMPUTER PROGRAMMER AIDES	260	328	22.7	28.2	5.5
34002	WRITERS AND EDITORS	283	344	25.2	30.7	5.5
24508	NUCLEAR TECHNICIAN, TECHNOLOGIST	244	335	19.8	25.2	5.4
92717	SEWING MACH. OPERATOR, GARMENT	245	316	19.8	25.2	5.4
85328	SMALL ENGINE SPECIALISTS	370	438	32.4	37.8	5.4
85999	ALL OTHER MECHANICS, INSTALLERS	428	486	68.5	73.9	5.4
87999	ALL OTHER CONSTR. & EXTRACTIVE	201	252	14.3	19.7	5.4
28311	TITLE EXAMINERS AND ABSTRACTORS	96	122	12.7	18.0	5.3
69999	ALL OTHER SERVICE WORKERS	294	339	40.8	46.0	5.2
66011	HOME HEALTH AIDES	217	272	18.3	23.5	5.2
85128	MACHINERY MAINTENANCE WORKERS	154	189	19.6	24.7	5.1
43023	SALES AGENTS, ADVERTISING	335	417	24.9	30.0	5.1
55314	PERSONNEL CLERKS, EXCEPT PAYROLL	341	377	39.4	44.5	5.1
32302	RESPIRATORY THERAPISTS	145	223	9.6	14.6	5.0
97951	CONVEYOR OPERATORS AND TENDERS	398	445	60.6	65.6	5.0
68035	SOCIAL WELFARE SERVICE AIDES	147	198	14.9	19.9	5.0
31114	NURSING INSTRUCTORS	129	167	18.2	23.1	4.9
97702	AIRCRAFT PILOTS,FLIGHT ENGINEERS	229	294	17.4	22.2	4.8
71002	FARMERS	232	283	22.4	27.2	4.8
31212	HEALTH SPECIALTIES TEACHERS	104	134	15.9	20.7	4.8
21199	ALL OTHER FINANCIAL SPECIALISTS	267	312	29.3	34.0	4.7
53805	RESERVATION & TRANS.TICKET AGENT	272	342	27.3	32.0	4.7
53311	INSURANCE CLAIMS CLERKS	144	158	21.1	25.7	4.6
92953	COATING, PAINTING MACH. OPER.	139	174	8.5	13.0	4.5
22132	SAFETY ENGINEERS, EXCEPT MINING	133	171	20.4	24.9	4.5

IDAHO
EMPLOYMENT by OCCUPATION
FOR OIS REGION V

OES CODE	OCCUPATIONAL TITLE	1987 STATE EMP	2000 STATE EMP	1987 REGION EMP	2000 REGION EMP	CHANGE
32917	RADIOLOGIC TECHNOLOGISTS	161	221	11.3	15.8	4.5
24305	AGRICULTURAL AND FOOD SCIENTISTS	308	359	23.5	27.9	4.4
63035	PRIVATE DETECTIVE & INVESTIGATOR	261	362	13.2	17.6	4.4
97317	RAILROAD BRAKE, SIGNAL, SWITCH	374	381	253.5	257.9	4.4
34008	PUBLIC RELATIONS SPECIALISTS	118	167	10.6	15.0	4.4
22502	CIVIL ENGINEERING TECHNICIANS	308	354	32.1	36.5	4.4
32905	MED./CLINICAL LAB. TECHNICIANS	189	250	13.5	17.8	4.3
85323	AIRCRAFT MECHANICS	236	297	17.2	21.5	4.3
43017	SALES AGENTS, BUSINESS SERVICES	216	272	18.8	23.1	4.3
89999	ALL OTHER PRECISION WORKERS	339	392	25.0	29.3	4.3
53105	NEW ACCOUNTS CLERKS	266	299	32.5	36.7	4.2
93938	MEAT, POULTRY, FISH CUTTERS	195	216	40.6	44.7	4.1
89511	SHOE AND LEATHER WORKERS	123	182	9.0	13.1	4.1
91705	WELDING MACHINE OPERATORS	166	227	10.2	14.2	4.0
21117	BUDGET ANALYSTS	168	213	14.3	18.3	4.0
32521	DIETITIANS AND NUTRITIONISTS	154	201	13.9	17.8	3.9
73011	LOGGING TRACTOR OPERATORS	473	584	14.2	18.1	3.9
32511	PHYSICIAN ASSISTANTS	175	217	14.7	18.5	3.8
22108	MINING ENGINEERS, INC. SAFETY	52	77	9.7	13.5	3.8
21111	TAX PREPARERS	111	129	21.3	25.1	3.8
87302	BRICK MASONS	206	245	20.7	24.5	3.8
55344	BILLING, COST AND RATE CLERKS	700	722	82.4	86.1	3.7
28308	TITLE SEARCHERS	59	76	8.7	12.4	3.7
53708	LICENSE CLERKS	323	351	41.0	44.7	3.7
22521	SURVEYING AND MAPPING TECHNICIAN	177	199	24.7	28.4	3.7
22105	METALLURGISTS AND REL. ENGINEERS	69	109	7.0	10.6	3.6
85705	DATA PROCESSING EQUIP. REPAIRERS	216	288	18.3	21.9	3.6
24308	BIOLOGICAL SCIENTISTS	299	342	22.1	25.6	3.5
87814	STRUCTURAL METAL WORKERS	175	211	16.9	20.4	3.5
21914	TAX EXAMINER,COLLECTOR,REV.AGENT	237	271	22.4	25.8	3.4
66026	PHARMACY ASSISTANTS	130	168	12.5	15.9	3.4
89808	FOOD BATCHMAKERS	231	247	47.9	51.3	3.4
65011	FOOD SERVERS, OUTSIDE	191	244	12.6	15.9	3.3
31204	CHEMISTRY TEACHERS	79	101	12.2	15.5	3.3
31209	ALL OTHER PHYS. SCIENCE TEACHERS	75	96	11.6	14.9	3.3
92997	ALL OTHER MACHINE SETTERS/OPER.	296	335	33.0	36.3	3.3
53502	WELFARE ELIGIBILITY WORKERS	283	313	25.3	28.6	3.3
31222	ENGINEERING TEACHERS	81	104	12.6	15.9	3.3
91117	MACHINE TOOL CUTTING OPER., M/P	54	71	9.6	12.8	3.2
32305	OCCUPATIONAL THERAPISTS	69	115	5.0	8.2	3.2
92938	CHEMICAL EQUIPMENT TENDER	40	46	20.9	24.1	3.2
81011	FIRST LINE SUPERV.: TRANSPORT.	292	338	58.4	61.6	3.2
85317	RAIL CAR REPAIRERS	67	83	32.0	35.2	3.2
87802	INSULATION WORKERS	142	175	14.5	17.7	3.2
43005	BROKERS, REAL ESTATE	120	158	10.3	13.4	3.1
21305	PURCHASING AGENTS & BUYERS, FARM	198	219	30.3	33.4	3.1
31226	COMPUTER SCIENCE TEACHERS	71	91	10.9	14.0	3.1
31517	INSTRUCTIONAL COORDINATORS	97	116	13.1	16.1	3.0
57311	MESSENGERS	246	282	22.4	25.4	3.0
92728	PRESSING MACH.OPERATOR, TEXTILES	162	181	18.0	21.0	3.0
63099	ALL OTHER PROTECTIVE SERVICE	202	229	24.0	27.0	3.0
55326	PROCUREMENT CLERKS	129	142	13.0	15.9	2.9
85118	MACHINERY MECHANICS: PLANT	111	123	20.0	22.9	2.9
98502	MACHINE FEEDERS AND OFFBEARERS	1460	1574	66.9	69.8	2.9
28399	ALL OTHER LEGAL ASSISTANTS	173	191	15.0	17.9	2.9
87905	BLASTERS AND EXPLOSIVES WORKERS	118	177	6.7	9.6	2.9
55321	FILE CLERKS	880	889	106.9	109.8	2.9
91321	MACHINE FORMING OPERATORS, M/P	166	225	7.4	10.2	2.8
92921	ROASTING,DRYING OPER., FOOD/TOB.	192	206	40.0	42.8	2.8
24502	BIOLOGICAL, AGRIC., FOOD TECHN.	321	355	30.2	33.0	2.8
97199	ALL OTHER MOTOR VEHICLE OPERATOR	92	121	7.5	10.3	2.8
25319	ALL OTHER MATHEMATICAL SCIENTIST	98	112	15.5	18.3	2.8
53808	HOTEL DESK CLERKS	353	394	23.4	26.2	2.8
53314	INSURANCE POLICY PROCESS. CLERKS	508	479	89.9	92.7	2.8
57108	CENTRAL OFFICE OPERATORS	136	159	16.3	19.0	2.7
92926	LOW PRESSURE BOILER OPERATOR	176	204	19.5	22.2	2.7
61002	FIRE FIGHTING & PREV.SUPERVISORS	133	154	17.0	19.7	2.7
93947	PAINTING AND COATING, HAND	90	113	13.7	16.4	2.7

IDAHO
EMPLOYMENT by OCCUPATION
FOR OIS REGION V

OES CODE	OCCUPATIONAL TITLE	1987 STATE EMP	2000 STATE EMP	1987 REGION EMP	2000 REGION EMP	CHANGE
21917	ASSESSORS	181	199	24.8	27.5	2.7
98311	HELPERS, MASONS & TILE SETTERS	145	169	15.1	17.8	2.7
43099	ALL OTHER SERVICE SALES OCC.	25	35	5.1	7.8	2.7
22311	SURVEYING AND MAPPING SCIENTISTS	119	134	17.9	20.6	2.7
21905	MANAGEMENT ANALYSTS	299	328	24.8	27.5	2.7
68002	BARBERS	177	212	14.9	17.5	2.6
49026	VENDORS,SOLICITORS,DOOR-TO-DOOR	153	184	15.2	17.8	2.6
85947	COIN & VENDING MACHINE SERVICERS	285	329	28.6	31.2	2.6
53126	STATEMENT CLERKS	61	80	7.9	10.5	2.6
92721	SEWING MACH. OPER., NON-GARMENT	262	315	11.6	14.1	2.5
58026	ORDER FILLERS, SALES	490	506	59.7	62.1	2.4
66014	PSYCHIATRIC AIDES	141	156	21.8	24.2	2.4
34005	TECHNICAL WRITERS	90	125	7.0	9.4	2.4
85711	ELECTR. HOME APPL. & POWER TOOL	146	163	15.7	18.1	2.4
63011	POLICE DETECTIVES	179	196	23.1	25.4	2.3
92100	ALL OTHER MET.&PLAS.MACH.SET/OPS	109	132	9.8	12.1	2.3
58017	WEIGHERS, MEASURERS, CHECKERS	114	135	12.0	14.3	2.3
85321	FARM EQUIPMENT MECHANICS	884	877	97.5	99.8	2.3
31206	PHYSICS TEACHERS	58	74	9.1	11.4	2.3
85714	ELECTRIC MOTOR REPAIRERS	123	145	11.9	14.2	2.3
21908	CONSTRUCTION, BUILDING INSPECTOR	149	161	19.7	21.9	2.2
53705	MUNICIPAL CLERKS	121	135	17.1	19.3	2.2
91714	STRUCTURAL METAL FABRICATORS	104	126	9.4	11.5	2.1
87399	ALL OTHER CONSTRUCTION WORKERS	184	204	27.8	29.9	2.1
92962	SEPARATING, FILTERING MACH. OP.	112	124	22.5	24.6	2.1
89123	JEWELERS AND SILVERSMITHS	161	181	14.3	16.4	2.1
89705	JOB PRINTERS	69	87	5.2	7.3	2.1
56005	DUPLICATING MACHINE OPERATORS	55	70	7.8	9.8	2.0
57302	MAIL CLERKS, EXC. MAIL MACHINE	333	346	33.6	35.6	2.0
98315	HELPERS, PLUMBERS, PIPEFITTERS	122	143	12.3	14.3	2.0
58021	MARKING CLERKS	99	115	12.8	14.8	2.0
89708	PRECISION LITHOGRAPHERS & PHOTO.	106	140	5.8	7.8	2.0
92917	COOKING MACHINE OPER., FOOD/TOB.	114	123	22.9	24.8	1.9
97302	RAILROAD CONDUCTORS, YARDMASTERS	135	138	91.9	93.8	1.9
21105	CREDIT ANALYSTS	108	124	12.6	14.5	1.9
87308	HARD TILE SETTERS	82	103	7.1	9.0	1.9
87508	PIPELAYERS	120	137	14.1	16.0	1.9
68021	USHERS, LOBBY ATT., TICKET TAKER	90	108	9.5	11.3	1.8
85502	CENTRAL OFFICE & PBX INSTAL/RPR.	239	254	28.6	30.4	1.8
28302	LAW CLERKS	71	82	9.0	10.8	1.8
85926	OFFICE MACHINE,REGISTER SERVICER	248	268	25.4	27.2	1.8
89805	BAKERS, MANUFACTURING	76	91	10.6	12.4	1.8
21508	EMPLOYMENT INTERVIEWERS	128	165	8.3	10.1	1.8
85326	AIRCRAFT ENGINE SPECIALISTS	64	82	5.4	7.1	1.7
87805	SHEET METAL DUCT INSTALLERS	108	125	11.6	13.3	1.7
92947	PAINTERS, TRANSPORTATION EQUIP.	62	78	6.6	8.2	1.6
83099	ALL OTHER INSPECTORS, TESTERS	118	138	13.3	14.9	1.6
92905	MOTION PICTURE PROJECTIONISTS	62	75	6.4	7.9	1.5
95028	POWER DISTRIBUTORS & DISPATCHERS	99	112	10.4	11.9	1.5
92932	DAIRY PROCESSING EQUIP. OPERATOR	189	196	39.2	40.7	1.5
89135	BOILERMAKERS	69	86	5.9	7.4	1.5
92519	ALL OTHER PRINTING PRESS SET/OP.	80	100	5.9	7.4	1.5
22308	LANDSCAPE ARCHITECTS	49	59	5.9	7.4	1.5
89508	UPHOLSTERERS	143	162	11.9	13.4	1.5
58099	ALL OTHER MATERIAL WORKERS	71	82	8.2	9.6	1.4
95021	POWER GENERATING PLANT OPERATOR	87	98	11.0	12.4	1.4
72000	SUPERVISORS, FARM, FOREST,AG.REL	1851	1881	153.3	154.7	1.4
79021	FARM EQUIPMENT OPERATORS	80	86	16.5	17.9	1.4
39005	TRAFFIC TECHNICIANS	330	344	26.2	27.6	1.4
95032	STATIONARY ENGINEERS	102	108	18.3	19.7	1.4
87314	REINFORCING METAL WORKERS	76	90	7.5	8.9	1.4
92543	PRINTING PRESS MACHINE OPERATOR	162	202	5.3	6.6	1.3
97305	LOCOMOTIVE ENGINEERS	155	157	105.6	106.9	1.3
27105	URBAN AND REGIONAL PLANNERS	70	79	8.7	10.0	1.3
87105	CEILING TILE INSTALLERS	55	66	5.3	6.6	1.3
87602	CARPET INSTALLERS	97	112	8.3	9.6	1.3
92308	SAWING MACHINE OPERATOR/TENDER	864	994	7.6	8.8	1.2
85928	MECHANICAL CONTROL INSTAL.& REPR	100	111	11.8	13.0	1.2

IDAHO
EMPLOYMENT by OCCUPATION
FOR OIS REGION V

OES CODE	OCCUPATIONAL TITLE	1987 STATE EMP	2000 STATE EMP	1987 REGION EMP	2000 REGION EMP	CHANGE
91505	COMBINATION MACH.TOOL SET/OP,M/P	57	70	5.1	6.2	1.1
68008	MANICURISTS	64	78	5.9	7.0	1.1
27199	ALL OTHER SOCIAL SCIENTISTS	66	73	6.4	7.5	1.1
98316	HELPERS, ROOFERS	65	75	6.9	8.0	1.1
97899	ALL OTHER TRANSPORTATION WORKERS	120	137	12.2	13.3	1.1
53914	REAL ESTATE CLERKS	89	102	7.0	8.1	1.1
98313	HELPERS, ELECTRICIANS	71	81	7.8	8.9	1.1
89899	ALL OTHER PRECISION FOOD,TOBACCO	87	93	18.1	19.2	1.1
87817	FENCE ERECTORS	63	72	6.7	7.7	1.0
56002	BILL., POST, CALCULATING MACH.OP	237	249	24.3	25.2	0.9
32399	ALL OTHER THERAPISTS	124	132	10.3	11.2	0.9
93944	MOLDERS AND CASTERS, HAND	35	40	5.7	6.6	0.9
87108	DRYWALL INSTALLERS	59	68	6.3	7.2	0.9
92944	CUTTING & SLICING MACHINE OPER.	83	96	7.7	8.6	0.9
85911	ELECTRIC METER INSTALLERS/REPAIR	51	58	6.2	7.1	0.9
89311	CABINETMAKERS & BENCH CARPENTERS	346	394	6.5	7.4	0.9
85721	POWERHOUSE & RELAY ELECTRICIANS	61	69	7.7	8.6	0.9
34041	INTERIOR DESIGNERS	68	75	6.9	7.7	0.8
31111	LECTURERS	101	110	11.2	12.0	0.8
87811	GLAZIERS	312	318	30.8	31.5	0.7
39011	FUNERAL DIRECTORS AND MORTICIANS	82	90	9.2	9.9	0.7
85599	ALL OTHER COMMUN.EQUIP.MECHANICS	46	53	5.6	6.3	0.7
92971	EXTRUDING & FORMING OPERATOR	207	245	6.9	7.5	0.6
85728	ELECTRICAL INSTALLERS & REPAIRER	37	41	5.2	5.7	0.5
39002	AIR TRAFFIC CONTROLLERS	95	101	7.0	7.4	0.4
92958	CLEANING, PICKLING EQUIP. OPER.	25	27	5.2	5.6	0.4
67001	JANITORS, CLEANERS, MAIDS	77	83	7.8	8.2	0.4
34028	BROADCAST TECHNICIANS	60	64	7.3	7.7	0.4
27102	ECONOMISTS, MARKET ANALYSTS	118	123	11.2	11.6	0.4
83008	TRANSPORTATION INSPECTORS	126	130	25.6	26.0	0.4
92928	COOLING, FREEZING EQUIP. OPER.	35	37	7.2	7.6	0.4
24302	FORESTER, CONSERVATION SCIENTIST	775	794	49.8	50.1	0.3
28102	JUDGES AND MAGISTRATES	50	53	5.4	5.7	0.3
21302	WHOLESALE, RETAIL BUYERS,EX.FARM	776	779	84.5	84.8	0.3
85938	MOBILE HOME INSTALLER & REPAIRER	121	128	11.3	11.6	0.3
24311	MEDICAL SCIENTISTS	74	77	5.7	5.9	0.2
67008	PEST CONTROLLERS AND ASSISTANTS	115	119	7.7	7.9	0.2
68023	BAGGAGE PORTERS AND BELLHOPS	79	82	5.3	5.5	0.2
24102	PHYSICISTS AND ASTRONOMERS	78	77	5.4	5.6	0.2
63041	FISH AND GAME WARDENS	92	96	7.3	7.5	0.2
31323	FARM & HOME MANAGEMENT ADVISORS	208	208	31.2	31.3	0.1
85951	BICYCLE REPAIRERS	103	106	9.2	9.3	0.1
57111	TELEGRAPH AND TELETYPE OPERATORS	12	13	5.7	5.7	0.0
55323	ORDER CLERKS: MATERIALS, SERVICE	548	548	68.8	68.8	0.0
85708	HOME ENTERTAINMENT EQ. REPAIRERS	287	285	26.1	25.9	-0.2
92541	TYPESETTING MACH. OPERATOR/TEND.	161	157	8.8	8.5	-0.3
92515	LETTERPRESS SETTER/OPERATOR	225	215	12.2	11.8	-0.4
85308	MOTORCYCLE REPAIRERS	180	174	19.3	18.8	-0.5
85726	TELEPH. STATION INSTALL.& REPAIR	129	121	14.8	14.0	-0.8
87714	RAIL-TRACK LAYING EQUIP. OPER.	53	52	36.4	35.6	-0.8
89702	PRECISION COMPOSITOR, TYPESETTER	168	136	11.7	10.3	-1.4
32514	OPTICIANS, DISPENSING & MEASUR.	312	286	27.7	25.4	-2.3
32108	OPTOMETRISTS	187	154	16.0	13.6	-2.4
85702	TELEPHONE & CABLE TV INSTAL/RPR.	558	538	64.9	62.1	-2.8
58014	METER READERS, UTILITIES	174	150	22.6	19.7	-2.9
97117	DRIVER/SALES WORKERS	1016	999	141.0	137.4	-3.6
55328	STATISTICAL CLERKS	140	94	11.8	8.2	-3.6
22117	NUCLEAR ENGINEERS	492	495	32.9	28.2	-4.7
58023	STOCK CLERKS:STOCKROOM OR WAREH.	1711	1676	216.3	211.4	-4.9
55341	PAYROLL AND TIMEKEEPING CLERKS	402	332	45.7	37.5	-8.2
95008	CHEMICAL PLANT AND SYSTEM OPER.	164	143	85.8	74.8	-11.0
55302	STENOGRAPHERS	218	131	26.0	14.6	-11.4
56017	DATA ENTRY KEYERS, EX. COMPOSING	740	548	87.2	65.7	-21.5
55338	BOOKKEEPING & ACCOUNTING CLERKS	9250	8872	970.2	943.9	-26.3
93905	ELECTRICAL, ELECTRONIC ASSEMBLER	556	403	127.1	96.9	-30.2
97947	INDUSTRIAL TRUCK & TRACTOR OPER.	1989	1515	209.4	162.2	-47.2
92902	ELECTRONIC SEMICONDUCTOR	819	635	213.1	165.2	-47.9
74002	FARM WORKERS	9543	8528	816.8	731.9	-84.9

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IDAHO
EMPLOYMENT by OCCUPATION
FOR OIS REGION VI

OES CODE	OCCUPATIONAL TITLE	1987 STATE EMP	2000 STATE EMP	1987 REGION EMP	2000 REGION EMP	CHANGE
49011	SALESPERSONS, RETAIL	13603	17229	2020.8	2553.1	532.3
67005	JANITORS AND CLEANERS, EXC.MAIDS	5612	7194	1168.6	1552.6	384.0
97101	TRUCK DRIVERS	11908	15031	1516.9	1891.2	374.3
19005	GENERAL MANAGERS AND TOP EXEC.	11032	13382	1613.4	1966.8	353.4
32502	REGISTERED NURSES	4595	7156	589.0	922.2	333.2
55199	GENERAL SECRETARIES	8333	10109	1255.2	1557.7	302.5
49023	CASHIERS	8617	10702	1163.3	1443.9	280.6
79014	GARDENERS AND GROUNDSKEEPERS	3839	5438	615.8	863.6	247.8
21114	ACCOUNTANTS AND AUDITORS	3380	4523	556.7	775.6	218.9
65008	WAITERS AND WAITRESSES	6727	8520	806.0	1022.2	216.2
31305	TEACHERS, ELEMENTARY	5203	6680	736.1	945.2	209.1
31308	TEACHERS, SECONDARY SCHOOL	4687	6146	663.8	870.3	206.5
55347	GENERAL OFFICE CLERKS	7083	8239	1016.5	1218.2	201.7
68038	CHILD CARE WORKERS	5308	6623	642.8	800.1	157.3
85132	MAINTENANCE REPAIRERS, GEN.UTIL.	3884	4823	529.1	661.7	132.6
66008	NURSING AIDES AND ORDERLIES	3697	4586	486.0	603.6	117.6
22135	MECHANICAL ENGINEERS	850	1385	214.7	328.8	114.1
65041	COMB. FOOD PREPARATION, SERVICE	3686	4583	454.5	565.2	110.7
63047	GUARDS AND WATCH GUARDS	935	1190	239.6	349.8	110.2
22126	ELECTRICAL & ELECTRONIC ENGINEER	1114	2127	148.4	251.4	103.0
22199	ALL OTHER ENGINEERS	740	1045	230.5	318.0	87.5
65026	COOKS, RESTAURANT	2389	3111	286.7	373.3	86.6
51002	FIRST LINE SUPERVISORS, CLERICAL	3142	3729	450.0	536.0	86.0
32505	LICENSED PRACTICAL NURSES	2352	3003	306.2	391.5	85.3
49021	STOCK CLERKS, SALES FLOOR	3921	4526	566.9	652.0	85.1
67002	MAIDS AND HOUSEKEEPING CLEANERS	2222	2673	323.9	408.1	84.2
55305	RECEPTIONISTS,INFORMATION CLERKS	2809	3290	404.5	488.6	84.1
87102	CARPENTERS	1730	2163	291.2	370.3	79.1
43008	SALES AGENTS, REAL ESTATE	1754	2378	205.2	279.1	73.9
15011	PROPERTY, REAL ESTATE MANAGEMENT	1590	2215	183.9	256.2	72.3
68005	HAIRDRESSERS AND COSMETOLOGISTS	4206	4778	511.9	581.7	69.8
22514	DRAFTERS	865	1140	206.4	274.2	67.8
65038	FOOD PREPARATION WORKERS	2356	2893	296.4	363.6	67.2
73002	FALLERS AND BUCKERS	2059	2608	204.3	270.4	66.1
87202	ELECTRICIANS	1645	2092	239.1	305.0	65.9
31521	TEACHERS AIDES, PARAPROFESSIONAL	1637	2098	231.6	296.9	65.3
22505	ELECTRICAL & ELECTRONIC TECHNS.	1026	1838	132.3	197.5	65.2
43002	INSURANCE SALES WORKERS	1949	2572	197.7	261.2	63.5
25105	COMPUTER PROGRAMMERS	814	1032	190.9	254.0	63.1
87502	PLUMBER, PIPEFITTER, STEAMFITTER	1424	1855	207.4	268.5	61.1
87402	PAINTERS AND PAPERHANGERS	1449	1888	192.5	251.5	59.0
93999	ALL OTHER HAND WORKERS	1601	1976	175.1	233.9	58.8
41002	FIRST LINE SUPERVISORS, SALES	2084	2465	311.2	369.7	58.5
21999	ALL OTHER MANAGEMENT SUPPORT OCC	1006	1220	195.7	253.8	58.1
25102	COMPUTER SYSTEMS ANALYSTS, EDP	667	1028	95.0	151.6	56.6
65014	DINING ROOM & BARTENDER HELPERS	1436	1898	174.3	230.8	56.5
98999	ALL OTHER HELPER, LABORER, MOVER	3175	3588	356.7	412.8	56.1
65005	BARTENDERS	1867	2336	220.2	275.4	55.2
13011	MARKETING, ADV., PUBLIC REL.MGRS	1164	1517	163.9	218.5	54.6
71005	FARM MANAGERS	610	1078	73.2	127.4	54.2
65032	COOKS, SPECIALTY FAST FOOD	1776	2213	219.0	273.0	54.0
49017	COUNTER AND RENTAL CLERKS	615	830	131.7	184.7	53.0
65028	COOKS, INSTITUTION OR CAFETERIA	2070	2474	275.0	327.9	52.9
85302	AUTOMOTIVE MECHANICS	4009	4340	523.4	576.0	52.6
97111	BUS DRIVERS, SCHOOL	1743	2153	213.0	265.5	52.5
13002	FINANCIAL MANAGERS	2024	2398	269.5	321.7	52.2
65017	COUNTER ATTENDANTS	1576	1965	206.8	258.5	51.7
21511	PERSONNEL,TRAIN.,LABOR REL. SPEC	935	1193	145.4	196.6	51.2
19999	ALL OTHER MANAGERS & ADMINIST.	1619	1925	229.7	278.9	49.2
98799	ALL OTHER HAND MATERIAL MOVERS	2186	2578	272.7	321.9	49.2
49008	SALES REPS.EXC.SCIENTIF & RETAIL	2693	3002	412.9	460.0	47.1
49999	ALL OTHER SALES & RELATED OCC.	1313	1619	186.7	233.4	46.7
55308	TYPISTS	1407	1704	197.0	243.3	46.3
63035	PRIVATE DETECTIVE & INVESTIGATOR	261	362	110.2	155.2	45.0
56011	COMPUTER OPERATORS, EXC. PERIPH.	665	891	112.2	156.9	44.7
66002	DENTAL ASSISTANTS	729	1058	98.4	142.7	44.3
22114	CHEMICAL ENGINEERS	282	392	113.1	156.2	43.1
15005	EDUCATION ADMINISTRATORS	1073	1385	144.3	186.1	41.8

IDAHO
EMPLOYMENT by OCCUPATION
FOR OIS REGION VI

OES CODE	OCCUPATIONAL TITLE	1987 STATE EMP	2000 STATE EMP	1987 REGION EMP	2000 REGION EMP	CHANGE
55311	TYPISTS, WORD PROCESSING EQUIP.	644	820	128.7	170.4	41.7
93914	WELDERS AND CUTTERS	1329	1650	142.5	184.1	41.6
65099	ALL OTHER FOOD SERVICE WORKERS	990	1245	147.8	188.4	40.6
85311	BUS, TRUCK, DIESEL ENG. MECHANIC	1593	1993	177.2	216.7	39.5
24508	NUCLEAR TECHNICIAN, TECHNOLOGIST	244	335	96.2	134.8	38.6
98902	HAND PACKERS AND PACKAGERS	2094	2350	301.3	338.8	37.5
15026	FOOD SERVICE & LODGING MANAGERS	2893	3206	353.2	390.4	37.2
53508	BILL AND ACCOUNT COLLECTORS	397	524	90.6	127.7	37.1
93956	ALL OTHER ASSEMBLERS, FABRICATOR	2890	3644	155.5	192.4	36.9
61099	ALL OTHER SERVICE SUPERVISORS	1020	1270	138.9	175.5	36.6
81099	ALL OTHER FIRST LINE SUPERVISORS	561	695	117.7	153.8	36.1
31399	ALL OTHER TEACHERS, INSTRUCTORS	906	1162	125.4	161.3	35.9
92998	ALL OTHER MACHINE OPERATORS	777	925	120.5	155.6	35.1
79999	ALL OTHER AGRIC.,FOREST,FISH.	1718	1914	267.1	302.1	35.0
97956	OPERATING ENGINEERS	1100	1391	149.7	184.6	34.9
81002	FIRST LINE SUPERV.:MECH.& REPAIR	1672	1951	208.8	243.4	34.6
55332	INTERVIEWING CLERKS,EX.PERSONNEL	230	327	75.3	109.2	33.9
55105	MEDICAL SECRETARIES	622	872	83.5	117.3	33.8
31299	ALL OTHER POST SECONDARY TEACHER	825	1059	117.1	150.0	32.9
13017	ENGINEER., MATH., NAT. SCI. MGR.	725	899	129.6	161.9	32.3
34035	ARTISTS AND RELATED WORKERS	660	857	102.9	135.1	32.2
92923	FURNACE, KILN, OVEN,KETTLE OPER.	534	627	183.1	215.0	31.9
31317	INSTRUCTORS, NONVOCATIONAL EDUC.	677	945	82.0	113.9	31.9
13014	ADMINISTRATIVE SERVICES MANAGER	806	978	124.3	155.4	31.1
57102	SWITCHBOARD OPERATORS	619	708	161.0	191.3	30.3
98312	HELPERS, CARPENTERS	602	763	113.4	143.7	30.3
55102	LEGAL SECRETARIES	729	968	90.5	120.3	29.8
31311	TEACHERS, SPECIAL EDUCATION	744	955	105.5	135.3	29.8
81005	FIRST LINE SUPERV.:CONST.EXTRAC.	721	879	119.4	149.0	29.6
31302	TEACHERS,PRESCHOOL & KINDERGARTN	795	1037	95.4	124.4	29.0
32908	DENTAL HYGIENISTS	416	627	56.1	84.6	28.5
65035	COOKS, SHORT ORDER	1009	1243	123.1	151.6	28.5
65002	HOSTS & HOSTESSES: REST., LOUNGE	1074	1306	127.7	155.7	28.0
98905	VEHICLE, EQUIPMENT CLEANERS	766	968	101.9	129.8	27.9
24599	ALL OTHER SCIENCE TECHNICIANS	458	568	103.2	130.7	27.5
58028	TRAFFIC, SHIPPING, & REC. CLERKS	1623	1849	204.9	232.3	27.4
81008	FIRST LINE SUPERV.: PRODUCTION	1708	2130	170.6	197.9	27.3
97805	SERVICE STATION ATTENDANTS	1231	1425	170.6	197.8	27.2
85119	ALL OTHER MACHINERY MECHANICS	878	1018	150.1	177.1	27.0
27108	PSYCHOLOGISTS	661	858	85.3	112.1	26.8
85705	DATA PROCESSING EQUIP. REPAIRERS	216	288	55.2	82.0	26.8
31314	TEACHERS, VOCATIONAL EDUCATION	645	840	82.8	109.4	26.6
87902	EARTH DRILLERS, EX. OIL & GAS	299	430	57.0	83.5	26.5
32911	MEDICAL RECORDS TECHN.& TECHNOL.	197	401	25.1	51.5	26.4
43021	TRAVEL AGENTS	358	627	34.3	60.3	26.0
97923	EXCAVATION LOADING MACHINE OPER.	501	669	80.4	105.7	25.3
24111	GEOLOGIST, GEOPHYSICIST, OCEANOG	337	461	62.1	87.3	25.2
61008	HOUSEKEEPERS, INSTITUTIONAL	699	855	106.1	131.3	25.2
91321	MACHINE FORMING OPERATORS, M/P	166	225	67.8	92.9	25.1
32308	PHYSICAL THERAPISTS	255	445	32.9	57.6	24.7
85305	AUTOMOTIVE BODY,RELATED REPAIRER	967	1150	127.7	152.3	24.6
57305	POSTAL MAIL CARRIERS	872	1080	101.8	126.2	24.4
21108	LOAN OFFICERS AND COUNSELORS	859	1056	109.2	133.6	24.4
22128	INDUSTRIAL ENGINEERS,EXC. SAFETY	197	298	44.5	67.8	23.3
43023	SALES AGENTS, ADVERTISING	335	417	77.5	100.8	23.3
25108	COMPUTER PROGRAMMER AIDES	260	328	68.8	91.7	22.9
53905	TEACHER AIDES & EDUC. ASSISTANTS	618	802	78.9	101.8	22.9
32902	MED./CLINICAL LAB. TECHNOLOGISTS	475	646	62.3	84.8	22.5
83005	PRODUCTION INSPECTORS, GRADERS	950	1305	82.2	104.6	22.4
68014	AMUSEMENT & RECREATION ATTENDANT	749	947	84.1	106.2	22.1
58005	DISPATCHERS: EXC. POL.,FIRE,AMB.	449	568	67.1	89.1	22.0
66005	MEDICAL ASSISTANTS	323	485	43.3	65.1	21.8
85902	HEATING, A/C, REFRIG. MECHANICS	683	857	92.5	114.2	21.7
92512	OFFSET LITHOGRAPHIC PRESS SETTER	250	360	47.8	69.2	21.4
32114	VETERINARIANS, VET. INSPECTORS	372	526	61.1	82.5	21.4
63014	POLICE PATROL OFFICERS	983	1140	126.0	147.4	21.4
32105	DENTISTS	1197	1356	152.3	173.4	21.1
65021	BAKERS, BREAD AND PASTRY	479	634	61.8	82.5	20.7

IDAHO
EMPLOYMENT by OCCUPATION
FOR OIS REGION VI

OES CODE	OCCUPATIONAL TITLE	1987 STATE EMP	2000 STATE EMP	1987 REGION EMP	2000 REGION EMP	CHANGE
59999	ALL OTHER CLERICAL & ADM.SUPPORT	938	1102	118.0	138.6	20.6
53902	LIBRARY ASSISTANTS & BOOKMOBILE	433	562	64.7	85.3	20.6
92974	PACKAGING & FILLING MACHINE OPER	1015	1133	116.0	136.3	20.3
65023	BUTCHERS AND MEAT CUTTERS	676	833	88.3	108.4	20.1
21308	PURCHASING AGENT EX.WHO/RET/FARM	645	782	97.1	117.1	20.0
66099	ALL OTHER HEALTH SERVICE WORKERS	359	515	45.0	64.9	19.9
15017	CONSTRUCTION MANAGERS	538	651	95.9	115.8	19.9
21902	COST ESTIMATORS	419	521	72.1	91.3	19.2
32102	PHYSICIANS AND SURGEONS	1555	1684	200.3	219.3	19.0
34011	REPORTERS AND CORRESPONDENTS	462	561	76.7	95.7	19.0
22121	CIVIL ENGINEERS, INCL. TRAFFIC	585	694	87.1	106.1	19.0
32517	PHARMACISTS	687	827	92.0	110.9	18.9
85314	MOBILE HEAVY EQUIPMENT MECHANICS	608	732	88.5	107.0	18.5
92935	CHEMICAL EQUIP. CONTROLLER/OPER.	245	285	109.5	127.5	18.0
24505	CHEMICAL TECHNICIANS, EXC.HEALTH	371	485	62.9	80.8	17.9
85717	ELECTRONICS REPAIRERS,COMM.&IND.	254	429	33.9	51.7	17.8
87311	CONCRETE AND TERRAZZO FINISHERS	436	545	73.0	90.8	17.8
49014	SALESPERSONS, PARTS	1616	1740	228.7	246.3	17.6
22599	ALL OTHER ENGINEERING TECHNICIAN	580	645	95.2	112.7	17.5
32999	ALL OTHER HEALTH PROF.,PARA,TECH	567	704	69.2	86.5	17.3
22302	ARCHITECTS, EXC. LAND. & MARINE	649	768	94.1	110.8	16.7
87708	PAVING, SURFACING, TAMPING	399	488	74.3	90.9	16.6
43014	SECURITIES, FINANCIAL SERV.SALES	538	735	43.0	59.5	16.5
22511	MECHANICAL ENGINEERING TECHN.	324	449	57.0	73.2	16.2
31502	LIBRARIANS, PROFESSIONAL	447	546	65.6	81.5	15.9
24105	CHEMISTS, EXCEPT BIOCHEMISTS	267	410	62.0	77.7	15.7
34023	PHOTOGRAPHERS	519	618	73.2	88.9	15.7
79002	FOREST AND CONSERVATION WORKERS	2039	2164	251.4	266.9	15.5
31216	ENGLISH & FOREIGN LANG. TEACHERS	378	485	53.5	68.8	15.3
22132	SAFETY ENGINEERS, EXCEPT MINING	133	171	47.8	63.0	15.2
98102	MECHANIC AND REPAIRER HELPERS	446	524	71.6	86.7	15.1
85947	COIN & VENDING MACHINE SERVICERS	285	329	68.3	83.4	15.1
58008	PRODUCTION, EXPEDITING CLERKS	333	490	41.7	56.7	15.0
63017	CORRECTION OFFICERS AND JAILERS	434	567	47.7	62.7	15.0
21117	BUDGET ANALYSTS	168	213	42.5	57.5	15.0
87808	ROOFERS	486	596	64.8	79.7	14.9
63008	FIRE FIGHTERS	684	794	89.0	103.8	14.8
83002	PRECISION INSPEC.,TESTERS,&GRADE	129	185	36.9	51.6	14.7
92965	CRUSHING & MIXING MACHINE OPER.	421	511	65.3	79.9	14.6
21508	EMPLOYMENT INTERVIEWERS	128	165	30.4	44.9	14.5
31321	INSTRUCTORS AND COACHES, SPORTS	577	703	64.0	78.5	14.5
97938	GRADER, DOZER, SCRAPER OPERATORS	364	446	61.3	75.3	14.0
22502	CIVIL ENGINEERING TECHNICIANS	308	354	54.1	68.1	14.0
15008	MEDICINE AND HEALTH SERV. MGRS	383	492	46.1	59.9	13.8
13005	PERSONNEL,TRAINING,LABOR REL.MGR	408	526	45.9	59.7	13.8
31210	SOCIAL SCIENCE TEACHERS	339	435	48.0	61.5	13.5
87711	HIGHWAY MAINTENANCE WORKERS	1196	1306	137.7	151.1	13.4
31218	ART, DRAMA, AND MUSIC TEACHERS	333	428	47.2	60.6	13.4
53123	ADJUSTMENT CLERKS	397	503	55.5	68.8	13.3
87905	BLASTERS AND EXPLOSIVES WORKERS	118	177	26.4	39.7	13.3
89108	MACHINISTS	728	886	63.2	76.1	12.9
79011	GRADERS & SORTERS, AGRIC.PRODUCT	714	793	108.6	121.4	12.8
32921	RADIOLOGIC TECHNICIANS	267	363	34.6	47.3	12.7
31514	VOCATIONAL & EDUC. COUNSELORS	317	410	41.9	54.4	12.5
32508	EMERGENCY MEDICAL TECHNICIANS	222	283	40.5	53.0	12.5
34002	WRITERS AND EDITORS	283	344	54.5	67.0	12.5
31117	GRADUATE ASSISTANTS, TEACHING	310	398	43.9	56.3	12.4
53302	INSURANCE ADJUSTERS,INVESTIGATOR	412	609	29.5	41.9	12.4
15023	COMMUNICATION,TRANSP.,UTIL.MGRS	653	779	63.8	76.2	12.4
34005	TECHNICAL WRITERS	90	125	30.7	43.0	12.3
85123	MILLWRIGHTS	405	540	36.8	49.1	12.3
85999	ALL OTHER MECHANICS, INSTALLERS	428	486	62.4	74.6	12.2
34038	DESIGNERS, EXC. INTERIOR DESIGN.	315	377	56.9	69.0	12.1
43017	SALES AGENTS, BUSINESS SERVICES	216	272	37.3	49.4	12.1
49005	SALES REPS,SCIENTIF.PROD.EXC.RET	641	731	105.4	117.4	12.0
79017	ANIMAL CARETAKERS, EXCEPT FARM	503	577	86.9	98.8	11.9
22105	METALLURGISTS AND REL. ENGINEERS	69	109	20.6	32.2	11.6
13008	PURCHASING MANAGERS	1007	1077	145.4	157.0	11.6

IDAHO
EMPLOYMENT by OCCUPATION
FOR OIS REGION VI

OES CODE	OCCUPATIONAL TITLE	1987 STATE EMP	2000 STATE EMP	1987 REGION EMP	2000 REGION EMP	CHANGE
89505	CUSTOM TAILORS AND SEWERS	469	554	62.0	73.6	11.6
15014	INDUSTRIAL PRODUCTION MANAGERS	633	787	61.8	73.3	11.5
28305	PARALEGAL PERSONNEL	125	221	15.4	26.9	11.5
53702	COURT CLERKS	340	426	45.1	56.6	11.5
93935	CANNERY WORKERS	4173	4312	344.3	355.7	11.4
93951	ENGRAVING AND PRINTING, HAND	63	89	26.3	37.5	11.2
89132	SHEET METAL WORKERS	525	651	53.1	64.2	11.1
73008	LOG HANDLING EQUIPMENT OPERATORS	462	595	33.7	44.7	11.0
32314	SPEECH PATHOLOGISTS,AUDIOLOGISTS	210	292	27.5	38.2	10.7
24502	BIOLOGICAL, AGRIC., FOOD TECHN.	321	355	53.4	64.0	10.6
66017	PHYSICAL, CORRECT.THERAPY ASSIST	135	215	17.9	28.5	10.6
34058	ATHLETE, COACH, UMPIRE & RELATED	281	358	37.6	48.1	10.5
31505	TECHNICAL ASSISTANTS, LIBRARY	251	323	34.8	45.2	10.4
79005	NURSERY WORKERS	192	275	25.5	35.9	10.4
32302	RESPIRATORY THERAPISTS	145	223	18.5	28.8	10.3
34051	MUSICIANS, INSTRUMENTAL	336	422	39.6	49.8	10.2
69999	ALL OTHER SERVICE WORKERS	294	339	42.7	52.8	10.1
92726	LAUNDRY, DRYCLEANING MACH. OPER.	659	737	79.2	88.9	9.7
32928	SURGICAL TECHNICIANS	59	95	15.4	25.0	9.6
85953	TIRE REPAIRERS AND CHANGERS	573	640	76.8	86.4	9.6
31202	LIFE SCIENCE TEACHERS	239	307	33.9	43.5	9.6
98705	REFUSE COLLECTORS	447	547	45.5	54.8	9.3
85328	SMALL ENGINE SPECIALISTS	370	438	49.1	58.3	9.2
28108	LAWYERS	3080	3146	382.3	391.3	9.0
27311	RECREATION WORKERS	477	554	56.9	65.7	8.8
89921	DENTAL LABORATORY TECHNICIANS	170	237	22.1	30.9	8.8
24399	ALL OTHER LIFE SCIENTISTS	260	323	35.2	43.9	8.7
24199	ALL OTHER PHYSICAL SCIENTISTS	149	177	40.2	48.8	8.6
92717	SEWING MACH. OPERATOR, GARMENT	245	316	29.9	38.5	8.6
22117	NUCLEAR ENGINEERS	492	495	198.7	207.3	8.6
39999	ALL OTHER PROF.,PARAPROF.,TECHN.	938	1014	114.7	123.3	8.6
95099	ALL OTHER PLANT AND SYSTEM OCC.	233	288	34.2	42.7	8.5
67099	ALL OTHER CLEAN,BUILDING SERVICE	471	538	54.5	62.9	8.4
55321	FILE CLERKS	880	889	142.7	151.1	8.4
27302	SOCIAL WORKER, MED.& PSYCHIATRIC	251	324	27.6	35.9	8.3
56021	DATA ENTRY KEYERS, COMPOSING	57	88	14.4	22.5	8.1
24305	AGRICULTURAL AND FOOD SCIENTISTS	308	359	50.7	58.8	8.1
87999	ALL OTHER CONSTR. & EXTRACTIVE	201	252	24.6	32.7	8.1
15002	POSTMASTERS, MAIL SUPERINTENDENT	288	357	33.7	41.8	8.1
92543	PRINTING PRESS MACHINE OPERATOR	162	202	27.0	35.0	8.0
32905	MED./CLINICAL LAB. TECHNICIANS	189	250	23.3	31.3	8.0
32917	RADIOLOGIC TECHNOLOGISTS	161	221	20.8	28.8	8.0
56014	PERIPHERAL EDP EQUIP. OPERATORS	98	142	14.9	22.8	7.9
31224	MATHEMATICAL SCIENCE TEACHERS	193	248	27.2	35.1	7.9
73011	LOGGING TRACTOR OPERATORS	473	584	31.5	39.2	7.7
97108	BUS DRIVERS	329	428	25.9	33.5	7.6
53102	TELLERS	1729	1798	204.9	212.5	7.6
34008	PUBLIC RELATIONS SPECIALISTS	118	167	15.6	23.1	7.5
43011	REAL ESTATE APPRAISERS	299	369	34.3	41.8	7.5
98502	MACHINE FEEDERS AND OFFBEARERS	1460	1574	91.6	99.1	7.5
85723	ELECTRICAL POWERLINE INSTAL/RPR.	498	579	42.1	49.5	7.4
92721	SEWING MACH. OPER., NON-GARMENT	262	315	26.7	34.0	7.3
89511	SHOE AND LEATHER WORKERS	123	182	15.5	22.8	7.3
58002	DISPATCHER:POLICE,FIRE,AMBULANCE	465	520	61.3	68.4	7.1
63032	SHERIFFS AND DEPUTY SHERIFFS	479	531	64.2	71.2	7.0
49026	VENDORS,SOLICITORS,DOOR-TO-DOOR	153	184	28.5	35.5	7.0
98319	HELPERS, ALL OTHER CONSTRUCTION	93	127	15.5	22.3	6.8
55314	PERSONNEL CLERKS, EXCEPT PAYROLL	341	377	52.3	59.0	6.7
65011	FOOD SERVERS, OUTSIDE	191	244	23.3	29.9	6.6
89708	PRECISION LITHOGRAPHERS & PHOTO.	106	140	22.0	28.6	6.6
66011	HOME HEALTH AIDES	217	272	23.0	29.5	6.5
27305	SOCIAL WORKERS, EX. MED.& PSYCH.	545	606	53.0	59.5	6.5
57308	POSTAL SERVICE CLERKS	288	343	33.7	40.1	6.4
71002	FARMERS	232	283	31.1	37.5	6.4
61005	POLICE AND DETECTIVE SUPERVISORS	259	308	33.1	39.4	6.3
53121	LOAN AND CREDIT CLERKS	512	567	65.1	71.4	6.3
87814	STRUCTURAL METAL WORKERS	175	211	27.4	33.6	6.2
32521	DIETITIANS AND NUTRITIONISTS	154	201	18.5	24.7	6.2

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IDAHO
EMPLOYMENT by OCCUPATION
FOR OIS REGION VI

OES CODE	OCCUPATIONAL TITLE	1987 STATE EMP	2000 STATE EMP	1987 REGION EMP	2000 REGION EMP	CHANGE
55335	CUSTOMER SERVICE REPS, UTILITIES	386	456	33.2	39.3	6.1
19002	PUBLIC ADMIN., LEG., GEN. ADMIN.	378	423	50.6	56.7	6.1
97702	AIRCRAFT PILOTS,FLIGHT ENGINEERS	229	294	21.0	27.1	6.1
87302	BRICK MASONS	206	245	31.8	37.7	5.9
53908	ADVERTISING CLERKS	72	100	15.2	21.1	5.9
32305	OCCUPATIONAL THERAPISTS	69	115	8.2	14.0	5.8
97951	CONVEYOR OPERATORS AND TENDERS	398	445	41.6	47.4	5.8
81011	FIRST LINE SUPERV.: TRANSPORT.	292	338	27.8	33.5	5.7
21911	COMPLIANCE & ENFORCE. INSPECTORS	528	561	63.7	69.2	5.5
32511	PHYSICIAN ASSISTANTS	175	217	23.0	28.5	5.5
68035	SOCIAL WELFARE SERVICE AIDES	147	198	15.0	20.5	5.5
89914	PHOTOGRAPHIC PROCESS WORKERS	67	87	19.8	25.3	5.5
85905	PRECISION INSTRUMENT REPAIRERS	92	108	23.6	29.0	5.4
31114	NURSING INSTRUCTORS	129	167	18.1	23.4	5.3
34017	ANNOUNCERS, RADIO AND TV	366	421	37.1	42.3	5.2
95002	WATER & WASTE TREAT. PLANT OPER.	265	307	33.6	38.7	5.1
27308	SOCIAL SERVICE TECHNICIANS	213	267	21.4	26.5	5.1
89999	ALL OTHER PRECISION WORKERS	339	392	31.4	36.5	5.1
87802	INSULATION WORKERS	142	175	21.8	26.8	5.0
53805	RESERVATION & TRANS.TICKET AGENT	272	342	19.6	24.6	5.0
92308	SAWING MACHING OPERATOR/TENDER	864	994	33.1	38.0	4.9
66026	PHARMACY ASSISTANTS	130	168	17.6	22.5	4.9
97199	ALL OTHER MOTOR VEHICLE OPERATOR	92	121	13.4	18.2	4.8
22108	MINING ENGINEERS, INC. SAFETY	52	77	8.5	13.3	4.8
81017	FIRST LINE SUPERV.:HELP,LABORERS	243	324	17.2	21.9	4.7
21199	ALL OTHER FINANCIAL SPECIALISTS	267	312	27.2	31.9	4.7
68002	BARBERS	177	212	21.5	26.1	4.6
57311	MESSENGERS	246	282	35.2	39.7	4.5
63099	ALL OTHER PROTECTIVE SERVICE	202	229	29.6	34.1	4.5
85323	AIRCRAFT MECHANICS	236	297	20.7	25.2	4.5
53808	HOTEL DESK CLERKS	353	394	37.7	42.2	4.5
43005	BROKERS, REAL ESTATE	120	158	12.8	17.2	4.4
25302	OPERATIONS AND SYSTEMS ANALYSTS	89	136	8.5	12.7	4.2
85128	MACHINERY MAINTENANCE WORKERS	154	189	12.1	16.3	4.2
31212	HEALTH SPECIALTIES TEACHERS	104	134	14.7	18.9	4.2
24308	BIOLOGICAL SCIENTISTS	299	342	41.6	45.7	4.1
83099	ALL OTHER INSPECTORS, TESTERS	118	138	19.5	23.6	4.1
21914	TAX EXAMINER,COLLECTOR,REV.AGENT	237	271	28.0	31.9	3.9
66014	PSYCHIATRIC AIDES	141	156	37.3	41.1	3.8
98311	HELPERS, MASONS & TILE SETTERS	145	169	21.3	25.1	3.8
56099	ALL OTHER OFFICE MACH. OPERATORS	141	181	15.1	18.8	3.7
92525	BINDERY MACHINE SETTER/OPERATOR	70	87	14.7	18.4	3.7
25319	ALL OTHER MATHEMATICAL SCIENTIST	98	112	17.5	21.2	3.7
53105	NEW ACCOUNTS CLERKS	266	299	32.4	36.1	3.7
89802	SLAUGHTERERS AND BUTCHERS	658	704	54.3	58.0	3.7
92728	PRESSING MACH.OPERATOR, TEXTILES	162	181	22.8	26.4	3.6
15021	MINING AND RELATED MANAGERS	47	71	6.3	9.9	3.6
85926	OFFICE MACHINE,REGISTER SERVICER	248	268	38.3	41.9	3.6
21305	PURCHASING AGENTS & BUYERS, FARM	198	219	32.4	36.0	3.6
53708	LICENSE CLERKS	323	351	39.9	43.5	3.6
22521	SURVEYING AND MAPPING TECHNICIAN	177	199	26.3	29.9	3.6
92914	PAPER GOODS MACHINE SETTER/OPER.	100	124	13.6	17.1	3.5
98315	HELPERS, PLUMBERS, PIPEFITTERS	122	143	20.3	23.8	3.5
89135	BOILERMAKERS	69	86	14.2	17.7	3.5
53502	WELFARE ELIGIBILITY WORKERS	283	313	26.5	29.9	3.4
53911	PROOFREADERS AND COPY MARKERS	57	71	12.7	16.1	3.4
89705	JOB PRINTERS	69	87	13.5	16.9	3.4
32317	RECREATION THERAPISTS	62	87	7.9	11.2	3.3
21905	MANAGEMENT ANALYSTS	299	328	36.1	39.4	3.3
68021	USHERS, LOBBY ATT., TICKET TAKER	90	108	15.5	18.8	3.3
97989	ALL OTHER TRANSP.,MAT.MOVING OPR	452	511	59.0	62.3	3.3
53505	INVESTIGATORS, CLERICAL	16	23	7.3	10.6	3.3
53117	CREDIT CHECKERS	59	65	19.7	23.0	3.3
87899	ALL OTHER CONSTRUCTION WORKERS	184	204	27.1	30.4	3.3
56005	DUPLICATING MACHINE OPERATORS	55	70	10.3	13.5	3.2
56008	MAIL MACHINE OPERATORS	65	81	12.7	15.9	3.2
92519	ALL OTHER PRINTING PRESS SET/OP.	80	100	11.6	14.8	3.2
58026	ORDER FILLERS, SALES	490	506	76.3	79.5	3.2

IDAHO
EMPLOYMENT by OCCUPATION
FOR OIS REGION VI

OES CODE	OCCUPATIONAL TITLE	1987 STATE EMP	2000 STATE EMP	1987 REGION EMP	2000 REGION EMP	CHANGE
31222	ENGINEERING TEACHERS	81	104	11.5	14.7	3.2
92926	LOW PRESSURE BOILER OPERATOR	176	204	14.4	17.5	3.1
85714	ELECTRIC MOTOR REPAIRERS	123	145	14.8	17.9	3.1
31209	ALL OTHER PHYS. SCIENCE TEACHERS	75	96	10.5	13.6	3.1
92546	BINDERY MACHINE OPERATORS	46	58	11.0	14.0	3.0
92997	ALL OTHER MACHINE SETTERS/OPER.	296	335	27.8	30.8	3.0
57302	MAIL CLERKS, EXC. MAIL MACHINE	333	346	55.9	58.9	3.0
85317	RAIL CAR REPAIRERS	67	83	6.9	9.8	2.9
31204	CHEMISTRY TEACHERS	79	101	11.3	14.2	2.9
87508	PIPELAYERS	120	137	20.4	23.3	2.9
61002	FIRE FIGHTING & PREV.SUPERVISORS	133	154	16.8	19.6	2.8
31517	INSTRUCTIONAL COORDINATORS	97	116	11.7	14.4	2.7
97502	CAPTAINS, WATER VESSEL	38	55	6.1	8.8	2.7
92938	CHEMICAL EQUIPMENT TENDER	40	46	17.9	20.6	2.7
21111	TAX PREPARERS	111	129	16.2	18.9	2.7
85711	ELECTR. HOME APPL. & POWER TOOL	146	163	21.2	23.9	2.7
22311	SURVEYING AND MAPPING SCIENTISTS	119	134	17.7	20.4	2.7
31226	COMPUTER SCIENCE TEACHERS	71	91	10.0	12.7	2.7
89508	UPHOLSTERERS	143	162	16.6	19.3	2.7
91705	WELDING MACHINE OPERATORS	166	227	7.2	9.8	2.6
92521	PHOTOENGRAVING & LITH. PHOTOGRA.	49	61	10.3	12.9	2.6
93114	ELECTRICAL, ELECTRONIC ASSEMBLER	300	381	9.7	12.3	2.6
21102	UNDERWRITERS	116	180	6.0	8.6	2.6
87308	HARD TILE SETTERS	82	103	10.5	13.1	2.6
58021	MARKING CLERKS	99	115	16.7	19.3	2.6
87805	SHEET METAL DUCT INSTALLERS	108	125	15.6	18.2	2.6
87314	REINFORCING METAL WORKERS	76	90	13.1	15.6	2.5
58017	WEIGHERS, MEASURERS, CHECKERS	114	135	11.4	13.8	2.4
92947	PAINTERS, TRANSPORTATION EQUIP.	62	78	7.9	10.3	2.4
97114	TAXI DRIVERS AND CHAUFFEURS	55	76	6.5	8.9	2.4
21917	ASSESSORS	181	199	23.7	26.1	2.4
92905	MOTION PICTURE PROJECTIONISTS	62	75	11.1	13.4	2.3
89123	JEWELERS AND SILVERSMITHS	161	181	20.6	22.9	2.3
56002	BILL., POST, CALCULATING MACH.OP	237	249	34.1	36.3	2.2
87602	CARPET INSTALLERS	97	112	12.1	14.3	2.2
63044	CROSSING GUARDS	46	57	8.7	10.9	2.2
31206	PHYSICS TEACHERS	58	74	8.2	10.4	2.2
34056	PROD.,DIRECT.,ACTORS,ENTERTAINER	49	62	7.4	9.6	2.2
57108	CENTRAL OFFICE OPERATORS	136	159	13.7	15.9	2.2
89311	CABINETMAKERS & BENCH CARPENTERS	346	394	15.8	18.0	2.2
63011	POLICE DETECTIVES	179	196	22.2	24.3	2.1
21105	CREDIT ANALYSTS	108	124	13.5	15.6	2.1
53126	STATEMENT CLERKS	61	80	7.0	9.0	2.0
93947	PAINTING AND COATING, HAND	90	113	7.8	9.8	2.0
85326	AIRCRAFT ENGINE SPECIALISTS	64	82	7.4	9.4	2.0
92944	CUTTING & SLICING MACHINE OPER.	83	96	9.6	11.5	1.9
92971	EXTRUDING & FORMING OPERATOR	207	245	11.5	13.4	1.9
66023	AMBULANCE DRIVERS & ATTENDANTS	34	41	6.1	8.0	1.9
85118	MACHINERY MECHANICS: PLANT	111	123	16.5	18.4	1.9
87989	ALL OTHER EXTRACTIVE OCC.,EX.HEL	32	40	5.6	7.5	1.9
53705	MUNICIPAL CLERKS	121	135	16.2	18.1	1.9
91714	STRUCTURAL METAL FABRICATORS	104	126	8.1	9.9	1.8
93938	MEAT, POULTRY, FISH CUTTERS	195	216	16.0	17.8	1.8
97117	DRIVER/SALES WORKERS	1016	999	141.1	142.9	1.8
67008	PEST CONTROLLERS AND ASSISTANTS	115	119	34.5	36.3	1.8
87305	STONE MASONS	52	61	11.1	12.9	1.8
97899	ALL OTHER TRANSPORTATION WORKERS	120	137	11.4	13.1	1.7
68008	MANICURISTS	64	78	7.7	9.4	1.7
28311	TITLE EXAMINERS AND ABSTRACTORS	96	122	6.6	8.3	1.7
22308	LANDSCAPE ARCHITECTS	49	59	6.5	8.2	1.7
91905	LATHE,TURNING MACH.SETTER/OP,M/P	159	192	7.7	9.3	1.6
73005	CHOKE SETTERS	244	281	8.9	10.5	1.6
89805	BAKERS, MANUFACTURING	76	91	8.0	9.6	1.6
49032	DEMONSTRATORS, PROMOTERS, MODELS	22	26	5.7	7.3	1.6
21908	CONSTRUCTION, BUILDING INSPECTOR	149	161	20.0	21.6	1.6
92100	ALL OTHER MET.&PLAS.MACH.SET/OPS	109	132	7.5	9.0	1.5
98316	HELPERS, ROOFERS	65	75	9.3	10.8	1.5
85502	CENTRAL OFFICE & PBX INSTAL/RPR.	239	254	24.1	25.6	1.5

IDAHO
EMPLOYMENT by OCCUPATION
FOR OIS REGION VI

OES CODE	OCCUPATIONAL TITLE	1987 STATE EMP	2000 STATE EMP	1987 REGION EMP	2000 REGION EMP	CHANGE
87105	CEILING TILE INSTALLERS	55	66	7.5	9.0	1.5
92314	WOODWORKING MACHINE OPERATORS	246	282	9.4	10.8	1.4
92962	SEPARATING, FILTERING MACH. OP.	112	124	10.6	12.0	1.4
87702	AIR HAMMER OPERATORS	40	47	8.6	10.0	1.4
89808	FOOD BATCHMAKERS	231	247	19.0	20.4	1.4
89111	TOOL GRINDERS,FILERS,SHARPENERS	169	198	8.2	9.6	1.4
87817	FENCE ERECTORS	63	72	8.9	10.2	1.3
89911	DETAIL DESIGN DECORATORS & PAINT	34	42	5.0	6.3	1.3
32399	ALL OTHER THERAPISTS	124	132	11.9	13.1	1.2
98313	HELPERS, ELECTRICIANS	71	81	9.7	10.9	1.2
92921	ROASTING,DRYING OPER., FOOD/TOB.	192	206	15.8	17.0	1.2
28302	LAW CLERKS	71	82	8.5	9.7	1.2
28399	ALL OTHER LEGAL ASSISTANTS	173	191	18.3	19.5	1.2
87108	DRYWALL INSTALLERS	59	68	8.5	9.7	1.2
53914	REAL ESTATE CLERKS	89	102	9.8	11.0	1.2
89399	ALL OTHER PRECISION WOODWORKERS	184	212	6.7	7.9	1.2
92311	WOODWORKING MACHINE SETTER/OPER.	197	226	7.2	8.3	1.1
92953	COATING, PAINTING MACH. OPER.	139	174	6.0	7.1	1.1
95028	POWER DISTRIBUTORS & DISPATCHERS	99	112	9.3	10.4	1.1
34044	MERCHANDISE DISPLAYERS	35	42	5.8	6.9	1.1
27199	ALL OTHER SOCIAL SCIENTISTS	66	73	7.0	8.1	1.1
39005	TRAFFIC TECHNICIANS	330	344	29.5	30.6	1.1
55344	BILLING, COST AND RATE CLERKS	700	722	84.4	85.5	1.1
31111	LECTURERS	101	110	11.6	12.7	1.1
58099	ALL OTHER MATERIAL WORKERS	71	82	6.4	7.4	1.0
93944	MOLDERS AND CASTERS, HAND	35	40	6.9	7.9	1.0
34053	DANCERS AND CHOREOGRAPHERS	46	56	5.2	6.2	1.0
34041	INTERIOR DESIGNERS	68	75	9.5	10.5	1.0
98314	HELPERS, PAINTERS, PLASTERERS	36	42	5.1	6.1	1.0
27105	URBAN AND REGIONAL PLANNERS	70	79	8.3	9.3	1.0
87811	GLAZIERS	312	318	44.1	45.1	1.0
67001	JANITORS, CLEANERS, MAIDS	77	83	12.4	13.3	0.9
72000	SUPERVISORS, FARM, FOREST,AG.REL	1851	1881	226.6	227.5	0.9
39002	AIR TRAFFIC CONTROLLERS	95	101	11.7	12.6	0.9
87111	TAPERS	37	43	5.3	6.2	0.9
32523	DIETETIC TECHNICIANS	68	76	8.4	9.3	0.9
32111	PODIATRISTS	43	49	5.4	6.3	0.9
27102	ECONOMISTS, MARKET ANALYSTS	118	123	13.8	14.6	0.8
24302	FORESTER, CONSERVATION SCIENTIST	775	794	88.5	89.3	0.8
85928	MECHANICAL CONTROL INSTAL.& REPR	100	111	7.9	8.7	0.8
92917	COOKING MACHINE OPER., FOOD/TOB.	114	123	9.6	10.4	0.8
39011	FUNERAL DIRECTORS AND MORTICIANS	82	90	9.6	10.4	0.8
95021	POWER GENERATING PLANT OPERATOR	87	98	6.6	7.3	0.7
89308	WOOD MACHINISTS	147	164	8.8	9.5	0.7
92908	PHOTOGRAPHIC PROCESSING MACH.OP.	38	42	5.4	6.0	0.6
85938	MOBILE HOME INSTALLER & REPAIRER	121	128	15.1	15.7	0.6
53311	INSURANCE CLAIMS CLERKS	144	158	12.6	13.2	0.6
93926	CUTTERS AND TRIMMERS, HAND	134	165	5.9	6.4	0.5
92932	DAIRY PROCESSING EQUIP. OPERATOR	189	196	15.5	16.0	0.5
28102	JUDGES AND MAGISTRATES	50	53	5.6	6.1	0.5
34028	BROADCAST TECHNICIANS	60	64	6.0	6.5	0.5
85951	BICYCLE REPAIRERS	103	106	13.1	13.6	0.5
63041	FISH AND GAME WARDENS	92	96	8.0	8.4	0.4
95032	STATIONARY ENGINEERS	102	108	9.3	9.6	0.3
63028	CRIMINAL INVESTIGATORS, FEDERAL	42	43	5.3	5.6	0.3
97317	RAILROAD BRAKE, SIGNAL, SWITCH	374	381	17.2	17.5	0.3
24311	MEDICAL SCIENTISTS	74	77	6.9	7.2	0.3
79021	FARM EQUIPMENT OPERATORS	80	86	6.7	7.0	0.3
89899	ALL OTHER PRECISION FOOD,TOBACCO	87	93	7.3	7.6	0.3
68023	BAGGAGE PORTERS AND BELLHOPS	79	82	8.4	8.7	0.3
97302	RAILROAD CONDUCTORS, YARDMASTERS	135	138	6.1	6.3	0.2
85514	RADIO MECHANICS	49	51	6.2	6.4	0.2
31323	FARM & HOME MANAGEMENT ADVISORS	208	208	29.0	29.2	0.2
83008	TRANSPORTATION INSPECTORS	126	130	10.0	10.2	0.2
85914	CAMERA & PHOTOGRAPHIC REPAIRERS	48	50	6.0	6.2	0.2
97305	LOCOMOTIVE ENGINEERS	155	157	7.0	7.1	0.1
55326	PROCUREMENT CLERKS	129	142	11.1	11.2	0.1
85321	FARM EQUIPMENT MECHANICS	884	877	124.4	124.4	0.0

IDAHO
EMPLOYMENT by OCCUPATION
FOR OIS REGION VI

OES CODE	OCCUPATIONAL TITLE	1987 STATE EMP	2000 STATE EMP	1987 REGION EMP	2000 REGION EMP	CHANGE
21302	WHOLESALE, RETAIL BUYERS,EX.FARM	776	779	111.4	111.4	0.0
55323	ORDER CLERKS: MATERIALS, SERVICE	548	548	81.9	81.8	-0.1
85702	TELEPHONE & CABLE TV INSTAL/RPR.	558	538	63.7	63.4	-0.3
85708	HOME ENTERTAINMENT EQ. REPAIRERS	287	285	37.8	37.4	-0.4
85726	TELEPH. STATION INSTALL.& REPAIR	129	121	13.4	12.7	-0.7
92541	TYPESETTING MACH. OPERATOR/TEND.	161	157	33.8	33.0	-0.8
24102	PHYSICISTS AND ASTRONOMERS	78	77	25.4	24.5	-0.9
85308	MOTORCYCLE REPAIRERS	180	174	23.3	22.3	-1.0
58014	METER READERS, UTILITIES	174	150	15.7	14.4	-1.3
58023	STOCK CLERKS:STOCKROOM OR WAREH.	1711	1676	246.8	245.1	-1.7
92515	LETTERPRESS SETTER/OPERATOR	225	215	47.4	45.4	-2.0
32514	OPTICIANS, DISPENSING & MEASUR.	312	286	42.9	40.5	-2.4
93905	ELECTRICAL, ELECTRONIC ASSEMBLER	556	403	6.0	3.4	-2.6
53314	INSURANCE POLICY PROCESS. CLERKS	508	479	32.4	29.3	-3.1
93917	SOLDERERS AND BRAZERS	62	79	19.6	15.9	-3.7
32108	OPTOMETRISTS	187	154	23.6	19.6	-4.0
89702	PRECISION COMPOSITOR, TYPESETTER	168	136	29.2	23.4	-5.8
55328	STATISTICAL CLERKS	140	94	23.8	16.8	-7.0
55341	PAYROLL AND TIMEKEEPING CLERKS	402	332	52.0	42.8	-9.2
95008	CHEMICAL PLANT AND SYSTEM OPER.	164	143	73.4	64.0	-9.4
55302	STENOGRAPHERS	218	131	44.1	27.1	-17.0
56017	DATA ENTRY KEYERS, EX. COMPOSING	740	548	111.8	84.2	-27.6
97947	INDUSTRIAL TRUCK & TRACTOR OPER.	1989	1515	209.2	176.8	-32.4
55338	BOOKKEEPING & ACCOUNTING CLERKS	9250	8872	1254.1	1210.9	-43.2
74002	FARM WORKERS	9543	8528	1164.1	1033.3	-130.8